

AN IMAGE STUDY OF INSTITUTIONAL MANAGEMENT
WITHIN THE STATE OF KANSAS

by *S. L. J.*

MICHAEL CARLTON MESSNER

B. A., Michigan State University, 1964

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

Approved by

Tracey D. Shugart
Major Professor

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INTRODUCTION

The number of persons employed by food services in the United States has reached approximately 3 million--a number three times greater than that working in the steel industry (Greenaway, 1964). Cooke (1966) said the food service industry is going to continue to expand and grow, and the need for more and more people on all levels, especially in managerial and supervisory capacities, also is going to continue. The nation's hospitals, alone, need a minimum of 3600 dietitians for optimal patient care in addition to the 12,600 now employed (American Dietetic Association, 1967).

With the increasing demand for college educated food service personnel, industry representatives have expressed concern over the extreme shortage of graduates from food service management curriculums across the country (Shugart, 1967). In an attempt to meet growing production and consumer demands, the food service industry has had to recruit graduates from curriculums unrelated to food service to fill management and supervisory positions.

To meet the ever-growing industry needs for personnel, more students must be attracted to the food service profession. A basic objective of educational institutions should be that of creating the best possible climate for the further acceptance of the food service industry as an honorable one in which to work and live (Cooke, 1966). Improved and accelerated recruiting procedures may be the key to dissolving this pressing problem.

Barlow (1962) noted that when people are deciding to enter a profession or are encouraging others to enter it, their evaluation (image) of the profession will influence their decision or behavior accordingly. Thus, it is vital for those responsible for food service management curriculums to know how others view the profession. In particular, it is important to determine what people with influence on prospective students think of food service management, the curriculum offerings, and the job opportunities in the industry.

At Kansas State University, awareness of food service industry personnel requirements, recognition of the need for improved and more vigorous recruiting procedures, and a desire to ascertain the status of institutional management within the State of Kansas led to this image study. Determining the image of institutional management was believed to be beneficial to recruitment of students for study in this food service field.

There also was concern with the diversified use of the name institutional management for describing food service management curriculums across the country. Because of varied use of the name in colleges and universities, much confusion exists as to its meaning and application. Many forms are used: institution management; food service management; institution administration; institution economics and management; and food, nutrition, and institution administration. The names describe many and varied subject matter.

At Michigan State University, a Bachelor of Arts is granted in Institutional Management in the School of Hotel, Restaurant

and Institutional Management (Michigan State University Publication, 1967, p. 112). At the University of Illinois, a Bachelor of Science in Restaurant Management and a Bachelor of Science in Home Economics for Hospital Dietetics and Institutional Management majors are offered (University of Illinois Bulletin, 1966, p. 174). The University of Wisconsin grants a degree in Home Economics with specialization in Institution Management within the Department of Foods and Nutrition (University of Wisconsin Bulletin, 1966, p. 228). A unique offering at Iowa State University is that of a Bachelor of Science in Institution Management with options in Restaurant Management, School Food Service, and College Food and Housing Administration (Iowa State University Bulletin, 1967, p. 212).

At Kansas State University, two degrees are offered: a Bachelor of Science in Restaurant Management and a Bachelor of Science in Home Economics for students majoring in Dietetics and Institutional Management (Kansas State University Bulletin, 1966, p. 312). Both degree programs are supervised by the Department of Institutional Management. Smaller colleges without schools of home economics grant a degree in dietetics, but the subject matter is much like that required for institutional management. Thus, institutional management in its various applications denotes both commercial and noncommercial food service and may or may not include dietetics.

It also was hypothesized that little understanding of institutional management existed among the public or groups

most closely associated with the field on either the academic or occupational level.

Subjects of the investigation were members of the Kansas Restaurant Association, Kansas State University faculty, and professional women actively employed as dietitians in Kansas. Purposes of this study were: (1) to determine the degree of understanding and amount of information that these three groups had about institutional management, (2) to survey opinions of these groups toward institutional management and particular areas where impressions or ideas might be clarified, reinforced or changed, and (3) to investigate the effectiveness of the name institutional management for describing various food service management degree programs.

As used in this study, institutional management does not refer specifically to the Department of Institutional Management at Kansas State University, Manhattan, Kansas.

REVIEW OF LITERATURE

The Factor of Image and the Organization

Image is the mental picture that people have about an organization or profession (Robinson and Barlow, 1959). Barlow (1962) defined image as the sum total of experience, understanding, and information that people have about a profession or organization that is accumulated over a person's lifetime.

Bayton (1959) observed that people tend to "humanize" companies, attribute personality characteristics to them, and

see them much as they do humans. The sum total of their perceptions of the corporation's personality characteristics is referred to as the corporate image.

According to Marston (1963, p. 111), the image is the organization in the public's eyes. He said:

There is nothing unreal at all about the image of a corporation because to the man who has the image in his mind, it is the corporation. Whether the image be true or false, is quite beside the point; the man who has it thinks it is true and will act accordingly.

In discussing the public school image, Brown (1964) said that image, for the institution, is what reputation is to the individual. The image grows out of some facts about the institution that come to public attention. Then it is molded, shaped, and congealed through the intricate processes of human communications. The school image is a reality, he said. It may be accurate or inaccurate, but it is an ever-present factor in the life of a school.

Psychologists point out that "each of us forms his own image of a person or a thing, to summarize his relationship to it and signal how to react" (Opinion Research Corporation, 1958a, p. 6). According to this report, images simplify our existence. We couldn't make order out of this complex world without them. Increasingly, managements are translating their own experience in observing people's behavior in similar terms.

Martineau (1960, p. 54) said the corporate image is a kind of stereotype. It is oversimplification. He further stated:

The modern corporate image executive cannot afford to scoff at images, because people . . . continually act toward a company on the basis of imagery . . . not on the basis of facts and figures. Once stereotyped notions about a firm are formed in people's minds they are extremely difficult to change. They serve as emotional filters which are used by everyone when listening and observing. Facts or no facts, these images cause us to reject what we do not agree with. We allow agreeable material to pour in unchallenged. The good image has a kind of halo effect, so that it gets credit for all sorts of good things which might be quite contrary to truth.

In amplification of Martineau's statement, Winick and Thompson (1960, p. 195) noted that halo effect refers to the extent to which the central impression of a company colors the individual's perception of other facets of the company. This occurs because it is easier to have an oversimplified impression of a company, based on one or two salient characteristics, than to consider it in all its complexity.

The importance of concentrating on instilling readily identifiable characteristics of an organization into the minds of its publics was stressed by Lesly (1962, p. 826). According to the author, this accounts for the large number of changes in corporate names during the fifties, a trend that seems to be continuing. "It is difficult enough to get across the image of an organization without having it handicapped by a name that is inappropriate in any one of many ways," Lesly commented.

Comparable in importance to maintenance of the physical and economic aspects of the organization, is determination and maintenance of the organization's reputation (image). Barlow (1962) observed that heads of organizations and professions are realizing their responsibility in this area.

One major reason for image research is that there is a very direct relationship between expressed attitudes and behavior (Winick and Thompson, 1960, p. 201). They explained:

We are interested in what others think of us because we expect that what they think of us determines their behavior toward us. There is general agreement that a more favorable attitude is likely to be associated with more knowledge about the company.

In a public relations sense, said Barlow (1962), images govern attitudes and behavior, and the key to changing or strengthening attitudes and behavior is to know what these are and understand how to work with them.

The Opinion Research Corporation (1958a, p. 8) stated that if management is to control its image, it needs information, "feedback" on what its image is now, how it is changing, and with what groups.

The image concept, reports the Opinion Index for Industry (Opinion Research Corporation, 1961, p. 1), has steadily gained acceptance because of its proven utility to management. Management needs a way to summarize public attitudes and behavior. The public relations man, said Steinberg (1958, p. 111), will find opinion measurement a useful device for indicating areas of knowledge and ignorance, weakness and strength, and for predicting probable group behavior.

Jones (1964, p. 2) stressed the importance of images when he said:

Why be concerned with what various groups think about the company? Is not management's job that of producing a good product as efficiently as possible? Of course it is, but the job does not end there. The manager must be concerned about what people think because their thoughts--whether based on emotion or fact--determine what they do. If a customer believes that your product is no good he will not buy it unless you can change his thinking. Thus, the manager who says, 'I don't care what people think! I'm paid to produce a product,' is a mile off the mark.

Whether we like it or not, images do exist. We can attempt to understand them and alter them to our advantage or, as Jones stated, "we can ignore them at great risk."

Opinion Determination in Image Studies

So important are public attitudes toward an organization, that Lesly (1962, p. 8) placed investigation of these attitudes as the most important phase of a public relations program. Jamie (1959) stressed that the first duty of an institution is to listen--objectively--to evaluate its worth through opinion polls and fair appraisal of public criticism.

An attitude is an inclination to respond in a given way to a given issue or situation. The response is known as an opinion (Cutlip and Center, 1964, p. 69).

An opinion is the expression of an attitude on a controversial topic. Opinion implies controversy and dispute, whereas, fact implies general acceptance (Cutlip and Center, 1964, p. 69).

Public opinion, said Steinberg (1958, p. 98), means those attitudes, convictions, beliefs. or prejudices that prevail among the publics being estimated. A public is referred to here as a group of people affected by the same affairs. Cutlip and

Center (1964, p. 69) concurred and said public opinion is the sum of accumulated individual opinions on an issue in public debate and affecting a group of people.

Opinions, said Weiss (1957), are not the same as received information. He emphasized that even if the audience learns the message, knows every word, beliefs may still be unaffected. The message must be accepted as true, sound, and valid for an impact on opinions to occur. In clarification, Weiss said:

Truth . . . is a judgment of the audience. The focus must be upon and from the perspective of the human recipient of the communication. The registering of the information is but the initiator of the continuing, overlapping sequences of psychological responses to the communication stimuli. And accepting the information as true is but one major phase of the process of opinion change.

Information, alone, rarely changes attitudes. A high correlation between information and attitudes does not imply that accurate information is the cause of favorable attitudes. According to Charters (1954), studies have shown that just the reverse is true. A person's high level of information is the result of a pre-existing favorable attitude. Individuals rarely wait to form their attitudes until accurate information is available. Research has shown that information may be effective in changing attitudes if the forces supporting the attitudes are weak. Charters also said that information may be effective in creating attitudes where no attitudes existed prior to exposure to the information.

Davison (1962, p. 29) offered several reasons why, in spite of the powerful tendency to maintain stable behavior patterns,

a communicator can influence people's actions and attitudes under certain conditions. The most frequently encountered is: most people are on the look-out for changes in those aspects of their environment that are relevant to them. If they are informed of such a change, they may adjust their behavior or attitudes appropriately, especially if this adjustment does not conflict with other established behavior or attitude patterns.

Opinion leaders, said Katz (1957), and the people they influence are very much alike and typically belong to the same primary groups of family, friends and co-workers. He stated:

While the opinion leader may be more interested in the particular sphere in which he is influential, it is unlikely that the persons influenced will be very far behind the leader in their level of interest. Most spheres focus the group's attention on some related part of the world outside the group, and it is the opinion leader's function to bring the group into touch with this relevant part of its environment through whatever media are appropriate.

In every case, Katz noted, influentials have been found to be more exposed to these points of contact with the outside world. It is also true that, despite their greater exposure to the media, most opinion leaders are primarily affected not by the communication media but by still other people.

Communication's Influence on Public Opinion

The act of communicating, in a public relations sense, involves the relaying or transmitting of a sign or symbol--verbal, written, or pictorial--from a specific source to a specific audience or receiver by means of any one, or all, of several media (Steinberg, 1958, p. 22). These media, he said,

act as channels for the transmission of symbols for the express purpose of influencing the opinion and actions of the receiving individual or group, i.e., the public.

Rice (1966) believes that frequently educators have taken a one-track view of communication, forgetting that the communication process encompasses more than the sender or source of a message. He defined communication as follows:

Communication--the transmitting of meaning between individuals--involves the sender or a message, the encoding of a message, the message itself, the channel through which the message travels, the decoding of the message by the receiver, and the receiver of the message. All of these six components of the communication process are vital.

The importance of communication is underscored by the fact that each individual acts on the basis of that which he knows or thinks he knows (Cutlip and Center, 1964, p. 83). Each person can know with accurate first-hand knowledge only a tiny fragment of the world's affairs. Yet the individual must have opinions and pass judgment. For this reason, the authors said one's judgments are rarely based on research and logical deduction. They are borrowed expressions accepted on the authority and influence of others.

According to Whyte (1954), the primary form of human communication is word-of-mouth. The reputations or public images of products and institutions are determined in part by advertising and technical superiorities, but most of all by word-of-mouth judgments from friends, neighbors, work associates, and certain authority figures whom we respect.

Berelson (1950, p. 448) said the effectiveness of communications as an influence on public opinion varies with the nature of the communication. The more personal the media, the more effective it is in converting opinions. Berelson added that specialized communication, per unit of exposure, is more effective in promoting opinion changes than generalized communication.

Image as a Product of Public Relations

Public relations involves applying the art of mass communication to influence public opinion so that some positive action is taken by the public involved (Steinberg, 1958, p. 45). In like words, Bernays (1952, p. 284) said public relations is concerned with, first, what an institution is, and second, what people think it is.

Benjamin Fine, former education editor of the New York Times, said, "public relations is really the entire body of relationships that go to make up our impressions of an organization or an individual" (Hubbell, 1966).

One of the frequently quoted definitions is one fashioned by Public Relations News (Cutlip and Center, 1964, p. 4). It states:

Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and executes a program of action to earn public understanding and acceptance.

In education, as in industry, public relations practice is the continuing effort to effect harmonious adjustment between

an institution and its publics. Jamie (1959) said good teaching is good public relations--public relations starts in the classroom. But the fact of excellent classroom operation and climate must be communicated, he added.

Reck (1962, p. 386), in talking of public relations for educational institutions, said that once the publics have been determined, efforts should be made to get their reactions to the institution's plant, program, objectives, services, policies, ideals, product, and publicity. Personal interviews, conferences, forums, discussions, and questionnaires may be used to learn how the various publics feel about the institution.

Dapper (1964, p. 1) commented that a school system has public relations whether it tries to or not. Unavoidably, he said, the public holds certain convictions about the schools, believes certain things to be true, and, when the word "school" is pronounced, conjures up a particular mental picture. These convictions, opinions, and mental images, Dapper said, are the product of public relations, planned or otherwise. He added, "these convictions, opinions, and mental images may not square with the facts. When that is the case, there has been a break in the lines of communication between the schools and the public."

Once the organization knows the causes of its present image, Jones (1964, p. 4) said it can set about to alter the image by elimination of unsound and harmful practices and by a carefully worked-out information campaign. Public relations programs, he stressed, must be expertly planned and carried out. But even good public relations can not replace quality products and

service. Management must meet these needs before undertaking an image building program.

The Image Building Program

The fact that an image cannot be projected solely through printing and publications was emphasized by Crigler (1962), when he said:

We can't introduce a new program or define a present one simply by producing a brochure. We cannot expect miracles unless we have a whole program of planned communications to help bring them about. And such a program must start with an identification of our publics. Communicating anything begins with identifying whom you plan to communicate with. It also is vitally important to get public reaction regularly and often.

Spector (1961) said image research must distinguish between: (1) a company's image or personality; (2) the determinants of the image, that is, the experiences with the company which led to its being perceived as "honest" or "friendly"; and (3) the evaluation of the characteristics. If a corporation is to derive any value from research on its image, Spector said, it is necessary to measure the image in terms of meaningful characteristics that reflect the dimensions the respondents use when they evaluate the corporation's image.

One communication principle that has come out of opinion research in the past few years is that "those who know you best like you best" (Robinson and Barlow, 1959). Current analysis shows that the more favorable the image, the more people tend to behave favorably toward the company. Integration of effort

within a company and central theming of idea objectives, said the authors, is rewarded in terms of increased image impact.

Whatever the organization's objectives, image building must be related to them. Jones (1964, p. 2) said there is no purpose to image formation unless it contributes to the realization of an objective, either long-range or short-run. An image, he added, will either help or hinder in achieving goals; an image which interferes with a stated objective is obviously bad.

Effective image building begins with decisions about the groups that management must deal with or wants to deal with (Opinion Research Corporation, 1960, p. 9). According to this Report of the Opinion Index for Industry, the basic criteria for identifying initiators are designed to help define the most influential market for image building. It states:

By concentrating on media-conscious people, executives are free to select media for certain purposes, secure in the knowledge that through even one channel they are likely to make contact with . . . people they want to reach . . . working with people who are propagators of ideas and information obviously provides management with enhanced opportunity for impact and economy in the distribution of corporate messages. . . . Individuals mobilize for effective action on issues important to them through the formation of groups, associations and organizations of diverse kinds. In the interest of both impact and economy, it would seem advantageous to identify and reach those individuals whose personal involvement in these groups is most intense and widespread.

There are key factors which appear on the surface to be incidental, but which exert tremendous influence in the formation of images. Nelson (1962) said that if an image appears stable and if reference groups surrounding the individual or institution

continue to support the image, both internal and external forces opposing the image will be resisted. However, if an image is marked by doubt, uncertainty, or insecurity, additional means for creating further doubts will weaken the image. The new image, Nelson said, then can be presented in a form whereby it will dispel anxiety and doubts. He remarked, "if at all possible, clothe the new image in the already accepted values of the people." To stimulate development of a new image, Nelson added that one must attract the attention of large numbers of potential customers.

Baker (1960), in talking of persuasion and attitude change, said "win the attention and interest of the reader or listener, convince or cause him to believe in what is said, gain a predicted emotional response, and then ask for action."

According to the Public Opinion Index for Industry (Opinion Research Corporation, 1958, p. 3), the appropriate course of action for an organization to take to shape its image depends on answers to such questions as:

1. How well known are we among the groups we are concerned about?
2. Through what channels are people currently receiving information about us?
3. Do we have any unique characteristics on which to build or are we starting from scratch?
4. Do we have recognized strong points that we can use to help project other characteristics?
5. Are there negative parts to our image that we should be seeking to overcome?

The Opinion Research Corporation (1958a, p. 28) also listed the following recommendations toward building a favorable image:

1. Map out the strengths and weaknesses of the corporation's existing image.
2. Consciously plan and write out a definition of the corporate image which it is wished to project. Questions such as "Who are we?" "What do we stand for?" "In what ways are we distinctive?" and "How would we wish to be thought of?" are in order.
3. Create selling themes for projecting this image to the publics.
4. Utilize all means of contact to build an image. The favorable image increases with the number of contacts.

Related Image Studies

In 1949, in an exhaustive survey of attitudes toward higher education, the Fortune Survey found great interest in, but little information on, education (Cutlip and Center, 1964, p. 415). The subject of higher education is very little understood by the American people generally. The public relations task in higher education is formidable; the progress slow.

More recent public opinion polls, Cutlip and Center said, serve to emphasize that people, generally, lack an adequate understanding of education--its purposes, its methods, and its importance to our way of life.

In 1964, an image study of vocational education was made in Michigan (Wenrich and Crowley, p. 12). The study was based on the assumption that specified groups of adults held distinctive attitudes toward vocational education. Those studied were parents, employees, and school professionals. Profiles were

constructed for each group from a semantic differential scale. It was found that various groups do reflect different attitudes toward vocational education, and the attitudes of groups with particular characteristics, can, for the most part, be predicted when a survey is made.

Kilpatrick et al. (1964, p. 2) told of an image study of the Federal Service. Launched in 1959, this study had two broad objectives: (1) to analyze the occupational values and attitudes toward work that prevail in American society today, and (2) to ascertain the attitudes of various groups in the American public toward the federal civilian service generally and toward the federal service as an employer. The study was prompted by an interest in exploring the dimensions of the government's personnel problem as it competes for talented manpower in the 1960's. To do this, personal interviews based on standardized questionnaires with open-end and categorical questions were conducted with more than 5,000 people. Included in the survey were federal civilian employees, high school and college students and teachers, graduate students, natural scientists, social scientists; engineers in business, the academic world, and the federal government; and top-level business and federal executives.

Among the populations studied, those in the high schools had the most favorable outlook on what federal employment had to offer. In colleges, the outlook was far more negative. In the business community, the greatest negativism of all was found: it was especially great among the executives and engineers.

Of particular interest was the fact that the public's image of federal employment did not fit the perceptions of those who actually work in federal service.

Home economists in other states have become interested in their professional image. A study in Iowa explored public opinion of home economics (Hurley, 1961). Questionnaires were presented to respondents in five professional classifications: (1) high school home economics teachers, (2) college staff members, (3) home economists in business, (4) extension home economists, and (5) dietitians. A less favorable image of the home economist was indicated in the university community than in areas where a closer working relationship with a home economist existed. Similar studies have been done in Pennsylvania and Wisconsin.

McCain (1961) reported a lack of concern among dietitians, nutritionists, and other home economists about their national image. Although dietetics and related academic fields are becoming increasingly important in accomplishing national goals, ignorance and misunderstanding are prevalent among the lay public concerning these professions. A tendency exists to minimize the value of dietetics. Members of the dietetic and related professions need to inform the public about the true nature and importance of their functions.

In talking to home economists, Barlow (1962) said that acceptance as a profession or as individual members of a profession and the ability to motivate people are the product of

individual performance and, also, what people think you are.

He stated:

There are several images with which your profession must deal. First of all, there is your organization as you, yourself, see it. Second, there is your organization and profession as you think other people--thought leaders, university people, people in business and others important to you--see it. And finally, there is your profession as other people actually do see it.

Harlow further remarked that a methodical and regularized inventory of these various images becomes vital to communication and public relations.

To tear down a conflicting image or to build on one that is compatible, Nelson (1962) said the image-maker must first know the images that already exist in the minds of people.

PROCEDURE

A questionnaire was developed to ascertain the image of institutional management within the State of Kansas and was distributed to selected members of the following groups: Kansas Restaurant Association, faculty of Kansas State University, and professional women actively employed as dietitians in Kansas (Form 1, Appendix B). Opinions and knowledge of respondents toward institutional management as an occupation and/or area of academic concentration were to be determined.

An in-depth personal interview with selected members of the Kansas State University faculty also was planned.

Selection of Respondents for Questionnaire

Unless a person knows a company or organization, he has difficulty articulating his image of it (Opinion Research Corporation, 1958a, p. 9). Barlow (1962) concurred in more detail when he said:

We frequently hear people referring to the 'general public' as though the attitudes and opinions of everyone were of fundamental importance. Your public is made up of many groups important to you from the standpoint of service you render or the support you need. It is somewhat of a myth to think of a public relations effort in terms simply of reaching the vast mass of people rather than just the specifically important parts of that mass.

So far as the corporate-image research is concerned, Hill (1963) said that "images found will be more stereotyped than if the public were familiar with the company, thus analysis of the images should be made among those members of the public having an image of the company."

For this reason, attitudes of those groups who should know something about institutional management were surveyed. Respondents were chosen from the Kansas Restaurant Association, Kansas State University faculty, and actively employed professional dietitians in Kansas because of their familiarity and close association with institutional management.

Participants were selected by means of a table of random numbers (Hodgman, 1961, p. 245). The sample was composed of 140 faculty members of Kansas State University with status of assistant instructor or above, 160 members of the Kansas Restaurant Association, and 60 professional women dietitians residing

in Kansas for a total sample of 360 respondents. The universe for this study was as follows: 700 active members of the Kansas Restaurant Association, 1100 members of the Kansas State University faculty with status of assistant instructor or above, and approximately 300 professional women dietitians in Kansas. Variance could not be estimated in advance for this survey because of limited image research in the area of home economics. Statisticians recommended that as large a sample as possible be taken. Thus, time and financial limitations determined the sample size. Expected questionnaire return percentages for each group also was a factor.

The Mail Questionnaire

The questionnaire schedule was divided into three parts: open-end questions, semantic differential (polar adjectives), and areas of employment. A questionnaire used for the Iowa Home Economics Association Image Study (Hurley, 1961) was a guide in structuring the questionnaire for this study.

To provide a pool of words from which the semantic differential and areas of employment parts of the questionnaire could be structured, a preliminary questionnaire was distributed to home economics faculty members and graduate students at Kansas State University (Form 2, Appendix B). Respondents were asked to list words or phrases that go with or describe institutional management and also to give areas that employ the services of someone educated in institutional management. Results of the preliminary questionnaire are recorded in Appendix A (Form 1).

Of 40 questionnaires distributed, 16 were returned. Although the preliminary questionnaire was not as helpful as desired, it indicated that home economics faculty members and graduate students knew less about institutional management than was anticipated. Results of this questionnaire, alone, seemed to justify completion of the image study.

Open-End Questions. To ascertain the knowledge that respondents had of institutional management, two open-end questions were included in the final mail questionnaire. Those sampled were to indicate what comes to mind when the words institutional management are spoken and also indicate what a person with a degree in institutional management does on the job. Limitations inherent when open-end questions are used were considered. Range of responses volunteered among the three groups studied was of more importance than analysis of answers for underlying motivations.

Semantic Differential. To elicit opinions, a semantic differential, which involves a seven-point scale with bipolar adjectives at opposite ends of a scale and covering an established semantic space, was developed. Nineteen bipolar adjectives were presented to respondents. According to Winick and Thompson (1960, p. 210), this procedure is often used in image research and helps to establish the direction as well as intensity of feeling on specific qualities that contribute to a person's over-all feeling about an organization.

In their image study of vocational education in Michigan, Wenrich and Crowley (1964, p. 13) reported that a semantic

differential scale is easy to respond to when the directions prefacing it are clear. They added that analysis provides sufficient data for construction of respondent profiles.

Areas of Employment. To investigate the effectiveness of the name institutional management for describing various food service management degree programs, a third section was structured. Respondents were given a list of ten employment areas that employ qualified persons in the three academic fields of institutional management, dietetics, and restaurant management. They were asked to indicate the academic field to which they thought each employment area was best related. The employment areas included: (1) government service, (2) restaurants and hotels, (3) airline food service, (4) hospitals, (5) food products industry, (6) armed services, (7) school lunch, (8) industrial feeding, (9) teaching, and (10) college and university food service.

Because of its diversified use for describing many and varied food service management curriculums, a degree or major in institutional management makes it possible for a person to work in all ten employment areas depending on the educational institution granting the degree or major and the type of academic training given. Majors or degree recipients in the specialized field of dietetics usually seek employment in areas numbered 1, 4, 5, 6, 7, 9, and 10 more so than the remaining three. Persons with a major or degree in restaurant management usually work in employment areas numbered 2, 3, 8, 9, and 10 more so than the other five. Thus, a few employment areas listed on the

questionnaire were related to two, or possibly all three academic fields.

Clarity of the final mail questionnaire was tested by ten members of the home economics faculty at Kansas State University. Questionnaires were mailed to respondents with cover letters typed on letterhead stationery of the Department of Institutional Management at Kansas State University (Form 3, Appendix B). Members of the three groups sampled were asked to return the forms in enclosed, addressed stamped envelopes. Return envelopes were coded by group for identification in case respondents failed to fill in the title section of the questionnaire or gave a title other than dietitian, restaurant manager, or faculty member. All questionnaires were returned in envelopes provided. Nineteen days were allowed for respondents to reply after which, data were tabulated. Of 360 questionnaires mailed, 171 were returned. Eighty-eight of the 140 faculty questionnaires were returned, or 62.9 per cent of the total sent to this group. Kansas Restaurant Association members returned 42 for a 26.3 per cent return. Sixty-eight per cent or 41 questionnaires were returned by dietitians residing in Kansas. Five envelopes were returned unopened. Twenty-one questionnaires were not usable because they were incomplete, making a total of 150 considered in the study. After the cut-off date, 15 questionnaires were returned: three from dietitians, seven from faculty members, and five from restaurant managers.

Selection of Interviewees

In-depth personal interviews were held with six faculty members at Kansas State University. Because the Iowa Home Economics Association Image Study (Hurley, 1961) revealed a less favorable image of home economics in the university community, the researcher wished to study this one group further.

Selection of interviewees was not random. The six faculty members were chosen on recommendation of the Associate Dean of Home Economics at Kansas State University because of her direct involvement in the complex university information system. Position or faculty status was not as important a factor in selection of respondents as was involvement in intra-campus communications and influence in the university community. None of those interviewed received the original mail questionnaire.

Interviewees included the Dean of Students, Vice President of University Development, Associate Dean of the College of Arts and Sciences, Director of Home Economics Extension, an instructor in the department of radio and T.V., and Dean of the College of Agriculture.

The Personal Interview Schedule

From results of the mail questionnaire, three questions were structured on the topics of communication, image studies, and appropriateness of the name institutional management for describing the fields of dietetics and restaurant management at

Kansas State University. Questions were posed to the six faculty members during tape-recorded interviews.

Interview schedules were mailed to respondents in advance for their study prior to taping (Form 4, Appendix B). Purpose and objectives of the research were explained to interviewees in a cover letter mailed with the interview schedule (Form 5, Appendix B). Reasons also were given for their selection. A time limit for answering questions was established. Interviewees were assured of the confidential nature of the interview, that tape recordings would be for use of the researcher at the oral examination only, and that tapes would be destroyed after use. Any reference made to subject matter of interviews in the written context of the thesis was done on an anonymous basis.

A pretest was used to see whether the responses to the questions fulfilled the research objectives. Four home economics faculty members checked the interview schedule for clarity, purpose, and the extent to which the questionnaire met the criterion of respondent orientation.

Statistical Analysis

The semantic differential and areas of employment sections of completed questionnaires were tabulated and recorded on computer cards. Only data from the semantic differential section were analyzed by the Statistical Laboratory of Kansas State University. Chi square was used to compare opinions of the three groups surveyed toward institutional management.

RESULTS AND DISCUSSION

Results of open-end questions were categorized according to meaningful responses, and little consideration was given to the underlying motivations behind respondents' answers. Responses to the semantic differential section of the mail questionnaire were analyzed statistically. Responses to the areas of employment section were summarized in terms of percentages of respondents from each group who did or who did not relate each of ten employment areas to the academic fields: institutional management, dietetics, and restaurant management. Presenting results of the latter section in terms of percentages seemed appropriate since statisticians did not recommend statistical analysis. Highlights of tape-recorded interviews are noted and discussed. Copies of the mail questionnaire and personal interview schedule are included in Appendix B.

Knowledge and Understanding of Institutional Management Shown by Respondents in Answers to Open-End Questions

Grouping of responses to open-end questions was as objective as possible. Since answers were not analyzed for underlying motivations, it could not be ascertained whether respondents answering in vague or general terms actually knew more about institutional management than their responses indicated.

The mail questionnaire consisted of two open-end questions:

1. When you hear the words, "institutional management," what comes to mind?

2. What does a person with a degree in institutional management do on the job?

Respondents' answers to question one were categorized in two groups: (1) those respondents associating institutional management with food service management or a related employment area, and (2) respondents who connected the words, "institutional management" with prisons or mental institutions. Related employment areas would include: government service, restaurants and hotels, airline food service, hospitals, food products industry, armed services, school lunch, industrial feeding, teaching, and college and university food service. Results of question two also were classified in two groups: (1) respondents having a reasonably good idea of the on-the-job duties and responsibilities of the food service manager or dietitian, and (2) those respondents whose instant mental picture of institutional management was that of food service or a related employment area (Question one), but who did not have a reasonably good conception of what a food service manager or dietitian does on the job. Again, it must be stressed that the researcher's judgment in classifying answers made for a biased analysis. Results of open-end questions are summarized in Table 1.

In answering open-end question one, approximately 70.0 per cent of dietitians residing in Kansas, 58.0 per cent of Kansas Restaurant Association members, and 55.0 per cent of the Kansas State University faculty associated institutional management with food service, generally, or a related employment area. A few respondents connected the words institutional management

Table 1. Knowledge of institutional management shown by respondents in answers to open-end questions.

Respondents	Question 1:		Question 2:	
	: "When you hear the words institu-	: "What does a person with a degree	: in institutional management do on	: the job?"
	: tional management, what comes to	: in institutional management do on	: the job?"	
	: mind?"	: the job?"		
	: Per cent who	: Per cent who	: Per cent who	
	: :thought of food	: :thought of food	: :thought of food	
	: :service or re-	: :thought of prison	: :good perception	
	: :lated employment	: :or mental insti-	: :of on-the-job	
	: :areas	: :tutions	: :duties and re-	
			: :sponsibilities	
				: :activities
Dietitians ^a	70.0	8.0	73.0	0.0
Restaurateurs ^b	58.0	10.0	65.0	33.0
Faculty ^c	55.0	11.0	64.0	33.0

^a Subject: Dietitians residing in Kansas

^b Subject: Members of the Kansas Restaurant Association

^c Subject: Faculty members of Kansas State University

with prisons or mental institutions. Institutional management graduates work in food service in these areas, but to some respondents, the words seem to denote administration of the custodial or medical care facet of these state-controlled institutions. The approximate percentages of respondents from each group who linked the two unrelated occupations were: dietitians residing in Kansas, 8.0 per cent; Kansas Restaurant Association members, 10.0 per cent; and Kansas State University faculty, 11.0 per cent.

In open-end question two, respondents who mentioned management of a large food service or any of the duties and responsibilities of a food service manager or dietitian were considered to have a reasonably good conception of what constitutes a job in food service management. Seventy-three per cent of dietitians, 65.0 per cent of Kansas Restaurant Association members, and 64.0 per cent of the Kansas State University faculty answered accordingly.

A number of respondents favorably associated institutional management with food service or a related employment area in answering open-end question one, but did not have a reasonably good idea of on-the-job duties and responsibilities as evidenced from their answers to open-end question two. Approximately 33.0 per cent of Kansas Restaurant Association members and 33.0 per cent of Kansas State University faculty members realized the connection of institutional management to food service but demonstrated a poor conception of what the dietitian or food service manager does on the job. All dietitians responding to

the questionnaire knew of the on-the-job duties and responsibilities of the manager or dietitian.

Of additional interest is the frequency with which respondents referred to certain employment areas as being associated with institutional management. In order of incidence, employment areas of a food service nature volunteered most frequently by all three groups in answers to open-end questions were: (1) hospitals, (2) restaurants, (3) school lunch, (4) college and university food service, and (5) hotel food service. Respondents with knowledge of the field seem to have an image of institutional management as including both commercial and noncommercial food service, but have a limited conception of the employment areas involved.

Results of open-end questions indicated that dietitians in Kansas tended to have a better perception of institutional management than the other two groups. Dietitians were knowledgeable of on-the-job duties and responsibilities of someone working in this field and associated institutional management with prisons or mental institutions to a lesser degree than restaurant managers or faculty members. Dietitians associated food service or a related employment area with institutional management more so than the remaining respondents. All dietitians knew about job duties and responsibilities and, yet, 8.0 per cent of their group associated institutional management with prisons or mental institutions. Similarly, more restaurant managers and faculty members knew of on-the-job activities, and

yet, a smaller number of their groups associated institutional management with food service.

Randomly selected answers of respondents to both open-end questions follow. A complete table of all 150 responses (37 from dietitians in Kansas, 40 from Kansas Restaurant Association members, and 73 from Kansas State University faculty members) will be found in Appendix A.

Type of Respondent: Dietitians residing in Kansas

When you hear the words, "institutional management," what comes to mind?

What does a person with a degree in institutional management do on the job?

- | | |
|--|---|
| 1. Managing of food service in a hospital, school, or plant | Makes policies, implements them, trains supervisors, attempts to serve food (good quality, sanitary) with help of well trained workers in pleasant, clean surroundings within a definite budget |
| 2. A kitchen equipped with institutionalized equipment, staffed with trained employees who are supervised by a person trained in the art of food service | Manages a food service organization |
| 3. A manager in an institution | He is responsible for the management of his unit, area, or entire operation |
| 4. An institution with a manager trained for the work | He knows business mgt., personnel mgt., money mgt., work flow, job descriptions |
| 5. A state institution with someone managing the inmates | Directs or manages the work or people toward a specific goal in an efficient, economical, and satisfying manner |

Type of respondent: Dietitians residing in Kansas (concl.)

When you hear the words, "institutional management," what comes to mind?

What does a person with a degree in institutional management do on the job?

- | | |
|---|--|
| 6. Management of institutions might be food service of several specialties | Runs food service which includes housekeeping of building, interior decorating, food purchasing, production, service work, etc., and all its ramifications |
| 7. Managing any of a number of food service type operations | Writes menus, hires and fires personnel, orders food and supplies, organizes a food service unit |
| 8. Management of restaurant and hospital kitchens | Supervision of employees and planning |
| 9. Both food production and personnel management | Same |
| 10. Food service operation in hospital, hotel, and other eating places | Is in charge of all food service |
| 11. Van Zile Hall (at K-State), dormitory management, state hospitals (institutions), student feeding | Manage housing and/or feeding of persons, often students or patients; personnel management |
| 12. Food service in some area where large groups are fed | Supervise food production; plan employee schedules; interview, hire, and fire employees; represent dietary to other groups in the institution; purchase food equipment; work with patients |

Type of respondent: Kansas Restaurant Association

1. The director of a government establishment, such as the superintendent of the industrial school at Hutchinson. Does not imply commercial business

Same

Type of respondent: Kansas Restaurant Association (cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|--|---|
| 2. The ability to organize and operate a place where several people are fed or housed | Over-all management |
| 3. Building management and food management | Supervise |
| 4. Successful operation of larger type business (dispensing food) | Be a good boss - successful operator |
| 5. Taking the scientific approach to do a better job in management of institutions and/or teaching the same to others | Manage hotel, restaurant, or institution; teach or consult |
| 6. Management personnel concerned with operating a business | Works with people - employees, customers, service persons; manages a business |
| 7. Operations at state institutions - business operations, auxiliary enterprises, general administration | Manages a large public or private business operation |
| 8. Food service | Manager, dietitian, chef |
| 9. A catch or phrase for all types of organization not entitled to exclusive listing, such as school administration, hospital administration, etc. | The individuals I'm associated with are either food service directors or perform other administrative duties in an organization |
| 10. It means managers in field encompassing hospitals, schools, care homes, etc. | Organizes, administers, coordinates personnel, supplies, and physical plant |
| 11. Management of an establishment concerned with the public such as motels, restaurants, nursing homes, etc. | A qualified armchair administrator in control of all concepts of his business - personnel management, buying, etc. |

Type of respondent: Kansas Restaurant Association (concl.)

When you hear the words, "institutional management," what comes to mind?

What does a person with a degree in institutional management do on the job?

12. Thorough knowledge of all phases of the business

Control of buying and selling the product and management of personnel

13. Obligation to volume feeding, lodging, and service to a given area and type of people

Apply his formal training fundamentals to the practical operation of all departments of the business at hand

14. Hospital management, rest home management, girl or boy's dormitory management

Takes care of the entire operation of an institution

Type of respondent: Kansas State University faculty

1. Food management - large scale

Manage food service for a large organization

2. Government-type operations, hospitals, etc.

Would attempt to increase operating efficiency by improving communications

3. Association for supervision of state institutions

I don't know. The people that I know are associated with it tend to work in meal planning, but not much management planning.

4. Nutritional management of an institution such as hospital, nursing home, etc., and other areas of management; anything connected with running an institution

Plans meals, etc.

5. Someone who administers housekeeping problems for hospitals, hotels, etc.

Takes care of logistics, etc., in an organization that has become too large for these to be handled by the policy-making administration; advises the latter on policy when requested

Type of respondent: Kansas State University faculty (cont.)

When you hear the words, "institutional management," what comes to mind?

What does a person with a degree in institutional management do on the job?

- | | |
|--|--|
| 6. The management of institutions - prisons, homes, schools, hospitals, etc. | Manage institutions such as are listed at left |
| 7. State or federal institutional management | Purchasing, hiring of personnel |
| 8. The answer to an old joke, "Who wants to live in an institution?" | The same as I do (respondent listed title as Assist. Athletic Dir.). It depends on your boss or administrator |
| 9. The planning and managing of a large institution | Plan and help carry out the plans of meals that are well balanced for a large number of people |
| 10. People in white uniforms; stainless steel kettles | Manages food for restaurants, hotels, hospitals, other food services |
| 11. Hotel and large building supervision | Supervises personnel, plans buildings, co-ordinates activities, and develops programs to further the progress of his institution |
| 12. Food services | Select, purchase, and control commodities; select and administer personnel for the institution |
| 13. Some institution, corporate or otherwise, which has a hierarchy of management | I would not know |
| 14. Restaurant management primarily; also, such things as school and hospital food services. I've seen an article in the student newspaper or local paper and have heard of the program at Kansas State University | Dietary duties, general food service management |

Type of respondent: Kansas State University faculty (cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|---|---|
| 15. Because of my associations, I tend to think of institutional management as food service. Upon a moment's reflection, the term covers a broad area | Develop policy and mechanical procedures for improving the service in the area to which an institution is dedicated |
| 16. Hotel and restaurant catering | Manage food services |
| 17. Management of hotels, prisons, dorms, etc. | Same |
| 18. Food service management at hospitals, hotels, etc. | Manages large-scale food service in hospitals, hotels, etc. |
| 19. Maintenance functions and food service | Personnel administration, budgeting, capital equipment planning, and public relations |
| 20. School, hospital, restaurant management | Hires and directs personnel, makes purchases, maintains accounts and records |
| 21. The management of hospitals (private or state), schools, etc., with respect to food service, housing, etc., for the inmates | He might be concerned with supervision of food service, housing arrangements (bedding, etc.) |
| 22. A professional field in home economics | Manages a food-service institution |
| 23. Manages all phases of an "institution" | Directs or supervises employees needed to efficiently operate the "institution" |
| 24. Union food service, i.e., large-scale food service | Manage large-scale food processes, i.e., sets up a union food service |

Type of respondent: Kansas State University faculty (concl.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

25. Training in "bureaucratic
operations" - efficiency,
personnel, operations
planning, etc.

"Structures" organizations;
concerned with satisfactory
"routinizing" of task and
integrative functions

26. The person who manages or
is in charge of a public
institution such as hospi-
tal, school, restaurant,
etc.

He is in charge of the insti-
tution or of a specific part
of the institution

27. A misnomer. The word
"institutional," especially
in Kansas, seems to denote
management of mental health
facilities only

From what I understand,
manages, directs, and gener-
ally administers programs
concerning the health, educa-
tion, and welfare of the
general public

Respondents' Opinions of Institutional Management from Results of Semantic Differential Scale

The semantic differential section of the questionnaire consisted of 19 bipolar adjectives to which responses were requested on a seven-point continuum ranging from extremely positive to extremely negative.

Replies to these adjectives were analyzed, using chi square to test the null hypothesis that opinions of respondents toward institutional management were not homogeneous. A combined chi figure was computed for all three groups: dietitians residing in Kansas, Kansas State University faculty, and Kansas Restaurant Association members. Chi square also was computed for pairings of groups to test for significant differences. Responses of

dietitians were compared statistically against those of faculty members and restaurant managers. Likewise, responses of faculty members were compared with those of restaurant managers. Mean values, with a possible range from +3 to -3, were computed for responses of each group to bipolar adjectives. A value of zero meant no opinion. A complete item analysis of responses to the semantic differential with chi square values is given in Appendix A. Table 2 presents mean values of responses to all 19 bipolar adjectives and degrees of significance for differences among the groups.

Significant differences in opinions of institutional management were found to exist among all respondents in the following areas: (1) scientific-unscientific, (2) high standards-low standards, (3) high-caliber workers - low-caliber workers, (4) gives sensible advice - highly theoretical, (5) desirable educational area for bright young man - less desirable educational area for bright young man, (6) provides broad education - provides specific education, (7) trustworthy - not reliable, (8) many career opportunities for both men and women - few career opportunities for both men and women, (9) contributes valuable research - research contribution is limited, (10) status among professions is high - status among professions is low, and (11) protects public in many ways - does not protect public.

In no case were there significant differences between dietitians and restaurant managers on the 19 bipolar adjectives when the two groups were compared. Except for the bipolar adjective concerning high or low standards of institutional

Table 2. Mean values for semantic differential scale.^a

Bipolar adjectives	Respondents				
	: Dieti- : tians		Faculty		Restau- rateurs
Scientific - Unscientific	1.81	**	0.80	**	1.60
High standards - Low standards	2.38	*	1.58	ns	2.23
Practical - Impractical	2.43	ns	2.10	ns	2.03
High-caliber workers - Low-caliber workers	1.19	*	1.16	ns	1.73
Does a lot for people - Does little for people	1.76	ns	1.40	ns	1.93
Important - Unimportant	2.27	ns	1.99	ns	2.10
Gives sensible advice - Highly theoretical	2.05	**	1.19	*	1.55
Desirable educational area for bright young man - Less desirable area	2.05	**	1.03	**	2.23
Provides broad education - Specific education	1.14	**	-0.36	**	1.15
Trustworthy - Not reliable	2.36	**	1.38	*	1.98
Essential to society - Not essential to society	2.27	ns	1.75	ns	1.73
Workers exemplify their training - Do not exemplify their training	1.36	ns	1.12	ns	1.58
Performs a unique service - Same service available from other sources	1.57	ns	1.25	ns	1.60
Provides important information - Deals in trivial information	1.78	ns	1.26	ns	1.55
Well-trained workers - Poorly-trained workers	1.16	ns	1.01	ns	1.65

Table 2 (concl.)

Bipolar adjectives	Respondents				
	Dietitians		Faculty		Restaurateurs
Many career opportunities for both men and women - Few career opportunities	2.38	**	1.40	**	2.30
Contributes valuable research - Research contribution is limited	1.22	*	0.11	**	1.78
Status among professions is high - Status is low	1.11	**	0.36	**	1.35
Protects public in many ways - Does not protect public	1.98	*	1.18	**	1.50

^a Seven-point opinion scale with range from +3 to -3 with no opinion at zero.

* Significant at the 5% level

** Significant at the 1% level

ns Not significant

management, there was a significant difference among all three groups for the 11 bipolar adjectives previously listed. Regarding high and low standards of institutional management, only dietitians and faculty members differed in their opinion.

In general, computed mean values for responses of each group to bipolar adjectives revealed a more positive opinion of institutional management on the part of restaurant managers and dietitians. For 10 of the 19 bipolar adjectives, mean values of dietitians were above all groups. Faculty mean values exceeded those of restaurant managers in only two instances (practicality

and essentiality of institutional management, and fell below those of dietitians on every bipolar adjective.

Considering just those responses with no significant differences among the groups, it appeared that institutional management was viewed as practical, important, and fairly essential to society. Respondents were not extremely favorable toward adjectives dealing with workers' training, performance of a unique service, provision of important information, and whether institutional management does a lot for people.

Lowest mean values of significance were observed for these items: (1) scientific - unscientific, (2) provides broad education - provides specific education, (3) contributes valuable research - research contribution is limited, and (4) status among professions is high - status among professions is low.

Where there was consistency in the mean values of all groups toward a particular bipolar adjective, a relatively strong image was revealed. These also were areas that were not significantly different. Likewise, wide disparity in mean values reflected a weak image. These were areas where significant differences existed among the three groups.

A number of respondents said that a few bipolar adjectives were too broad or vague. The researcher, after giving consideration to comments on the returned questionnaires, agreed with respondents and believed that little weight should be given to certain poorly constructed adjectives. These adjectives and pertinent comments of respondents were: (1) high-caliber workers - low-caliber workers (Does this apply to the management

or employee level?), (2) does a lot for people - does little for people (For which people?), (3) trustworthy - not reliable (The trustworthiness of individuals does not depend on their education or field), (4) workers exemplify their training - workers do not exemplify their training (Workers in most fields exemplify their training to some extent), (5) provides important information - deals in trivial information (To whom?), (6) well-trained workers - poorly-trained workers, and (7) protects public in many ways - does not protect public.

Respondents' Relationships of Employment Areas to the Academic Field of Institutional Management

Because of its diversified application in describing many and varied food service management curriculums across the country, degree recipients or majors in institutional management will usually seek employment in any one of the ten areas listed on the questionnaire. A person's qualifications for work in a particular area depend on the type of academic training received in the educational institution granting the degree or major. The ten employment areas presented to respondents were: (1) government service, (2) restaurants and hotels, (3) airline food service, (4) hospitals, (5) food products industry, (6) armed services, (7) school lunch, (8) industrial feeding, (9) teaching, and (10) college and university food service. If 85.0 per cent or more of respondents from any one group related an employment area to institutional management, the group was considered to have a strong association of the employment area to the academic

field. When 55.0 per cent or less related an employment area to the academic field, the group was said to have a weak association. These figures were arbitrarily chosen.

Associations of employment areas to institutional management made by 37 dietitians residing in Kansas, 40 members of the Kansas Restaurant Association, and 73 Kansas State University faculty members are shown in Table 3.

Government Service. Positions with governmental and voluntary agencies; and with organizations concerned with the public welfare come under this employment area (American Dietetic Association, 1966, p. 15). Titles of typical positions include: Extension Nutritionist, Home Service Director, U. S. Department of Public Health Dietitian, and Assistant Standards Analyst. Thirty-five dietitians (94.5 per cent), 35 restaurant managers (87.5 per cent), and 66 faculty members (90.4 per cent) related government service to institutional management, indicating a strong association for this employment area. Whether respondents were thinking of prisons or state institutions when relating this employment area to institutional management was undeterminable. The term government service could have such an implication for the uninformed.

Restaurants and Hotels. Dietitians related these commercial areas to institutional management more strongly than other respondents (83.8 per cent). Restaurant managers (70.0 per cent) and faculty members (64.4 per cent) did not seem to link these commercial food services with institutional management even though a separate degree in restaurant management is offered at

Table 3. Respondents' perception of areas that employ college graduates in the academic field of institutional management.

Employment areas ^a	Respondents relating institutional management to employment areas							
	Dietitians ^b		Restaurateurs ^c		Faculty ^d			
	Total	Per	Total	Per	Total	Per	Total	Per
	number	cent	number	cent	number	cent	number	cent
Government Service	35	94.5	35	87.5	66	90.4		
Restaurants and Hotels	31	83.8	28	70.0	47	64.4		
Airline Food Service	27	73.0	26	65.0	22	30.1		
Hospitals	34	91.9	35	87.5	61	83.6		
Food Products Industry	27	73.0	30	75.0	38	52.0		
Armed Services	29	78.4	31	77.5	53	72.6		
School Lunch	28	75.7	22	55.0	40	54.7		
Industrial Feeding	29	78.4	31	77.5	38	52.0		
Teaching	31	83.8	35	87.5	61	83.6		
College and University Food Service	35	94.5	34	85.0	58	79.4		

^a As an all-inclusive term for dietetics and restaurant management, qualified graduates in institutional management may work in any one of the employment areas.

^b Subject: 37 dietitians residing in Kansas

^c Subject: 40 members of the Kansas Restaurant Association

^d Subject: 73 faculty members of Kansas State University

Kansas State University within the Department of Institutional Management.

Airline Food Service. None of the groups strongly associated this employment area with institutional management. The range of percentages was wide: dietitians, 73.0 per cent; restaurant managers, 65.0 per cent; and faculty members, 30.1 per cent.

Hospitals. Next to government service, respondents associated this area to institutional management most strongly. Thirty-four dietitians (91.9 per cent), 35 restaurant managers (87.5 per cent), and 61 faculty members (83.6 per cent) made the relationship.

Food Products Industry. Professional persons in foods work are employed in the home economics division of food, equipment, and utility companies; in advertising agencies; and in manufacturing, processing, and distributing firms (American Dietetic Association, 1966, p. 13). The work tends to be promotional in nature. Only 38 faculty members (52.0 per cent) made the association as compared to 27 dietitians (73.0 per cent) and 30 restaurant managers (75.0 per cent) who made the association.

Armed Services. Food services in armed forces hospitals and mess halls employ institutional management graduates. Percentages of each group relating institutional management to armed services were: dietitians, 78.4 per cent; restaurant managers, 77.5 per cent; faculty members, 72.6 per cent

School Lunch. Only 28 dietitians (75.7 per cent), 22 restaurant managers (55.0 per cent), and 40 faculty members (54.7

per cent) related school lunch to institutional management, indicating a weak association. However, not all functions of school lunch programs require a college graduate. Usually, only state, county, or city supervisory positions in the school lunch program require a degree, with nonprofessional people managing lower level positions (American Dietetic Association, 1966, p. 12). This could account for the weak relationship made by respondents.

Industrial Feeding. Food services for employees in factories and office buildings employ institutional management graduates. Dietitians made the stronger relationship, with 29 (78.4 per cent) making the association. Thirty-one restaurant managers (77.5 per cent) and only 38 faculty members (52.0 per cent) related the academic field of institutional management to industrial feeding.

Teaching. Respondents from all groups strongly related institutional management to teaching, with 83.8 per cent of dietitians, 87.5 per cent of restaurant managers, and 83.6 per cent of faculty members associating the two. A strong association could have been due to the use of letterhead stationery of the Department of Institutional Management at Kansas State University for the cover letter sent to respondents with the questionnaire.

College and University Food Service. Respondents made associations of 95.5 per cent (dietitians), 85.0 per cent (restaurant managers), and 79.4 per cent (faculty members) for a strong association.

It can be observed from Table 3 that dietitians residing in Kansas strongly related (85.0 per cent or above) three employment areas to institutional management. Kansas Restaurant Association members strongly related four of ten employment areas, while Kansas State University faculty members strongly related only one area to institutional management. Particularly weak associations (55.0 per cent or less) were held by Kansas State University faculty members relating airline food service, food products industry, school lunch, and industrial feeding to institutional management. Similarly, Kansas Restaurant Association members are not inclined to link school lunch to institutional management.

Respondents' Relationships of Employment Areas to the Academic Field of Dietetics

Of the ten employment areas presented to respondents, majors or degree recipients in dietetics usually work in these seven more so than the remaining three: (1) government service, (2) hospitals, (3) food products industry, (4) armed services, (5) school lunch, (6) teaching, and (7) college and university food service. Questionnaire results were summarized in terms of percentages of respondents relating each of ten employment areas to the academic field of dietetics. Again, the arbitrary figures of 85.0 per cent and 55.0 per cent were used as a basis for determining strong and weak associations, respectively, of employment areas to the academic field.

Associations of employment areas to dietetics made by 37 dietitians residing in Kansas, 40 members of the Kansas Restaurant Association, and 73 faculty members at Kansas State University are shown in Table 4.

Government Service. Governmental and voluntary agencies employ food service personnel educated in dietetics and nutrition. The need for dietitians, especially in Veterans Administration Hospitals, is great (American Dietetic Association, 1966, p. 8). The United States Public Health Service also employs qualified dietitians. Results indicate that dietitians have a strong association of this employment area to dietetics, with 86.5 per cent or 32 of their members making the relationship. Twenty-three restaurant managers (57.5 per cent) associated government service with dietetics, and 56 faculty members (76.7 per cent) associated the employment area with dietetics.

Restaurants and Hotels. Only 32.4 per cent of dietitians related these commercial food services to dietetics. Likewise, 35.0 per cent of restaurant managers associated the two, and 50.6 per cent of faculty members linked restaurants and hotels to dietetics. Some misconception could exist among faculty members, but over-all, respondents recognize that this employment area is not generally related to dietetics.

Airline Food Service. A surprising number of respondents related this employment area to dietetics. Twenty dietitians (54.1 per cent), 22 restaurant managers (55.0 per cent), and 48 faculty members (65.7 per cent) made the association.

Table 4. Respondents' perception of areas that employ college graduates in the academic field of dietetics.

Employment areas	Respondents relating dietetics to employment areas							
	Dietitians ^b				Restaurateurs ^c			
	Total : number :	Per : cent :	Total : number :	Per : cent :	Total : number :	Per : cent :	Total : number :	Per : cent :
Government Service ^a	32	86.5	23	57.5	56	76.7		
Restaurants and Hotels	11	32.4	14	35.0	37	50.6		
Airline Food Service	20	54.1	22	55.0	48	65.7		
Hospitals ^a	37	100.0	36	90.0	71	97.3		
Food Products Industry ^a	30	81.0	29	72.5	64	87.7		
Armed Services ^a	34	91.9	29	72.5	59	80.8		
School Lunch ^a	28	75.7	33	82.5	70	95.9		
Industrial Feeding	23	62.1	24	60.0	52	71.2		
Teaching ^a	36	97.3	28	70.0	59	80.8		
College and University Food Service ^a	27	73.0	25	62.5	63	86.3		

^a Indicates employment areas most frequently associated with dietetics. Graduates having a degree or major in dietetics usually work in one of these seven areas more so than the remaining three.

^b Subject: 37 dietitians residing in Kansas

^c Subject: 40 members of the Kansas Restaurant Association

^d Subject: 73 faculty members of Kansas State University

Hospitals. Dietitians in hospitals specialize in four areas: administration of food service and production; therapeutic nutrition; education; and research (American Dietetic Association, 1966, p. 4). A major in dietetics almost always is a prerequisite. All 37 dietitians (100.0 per cent), 36 restaurant managers (90.0 per cent), and 71 faculty members (97.3 per cent) related this area to dietetics.

Food Products Industry. Respondents tend to associate dietetics rather strongly to this employment area. Food, equipment and utility companies, and various product promotion organizations such as the American Dairy Council employ dietitians, often in advisory capacities (American Dietetic Association, 1960, p. 13). Thirty dietitians (81.0 per cent), 29 restaurant managers (72.5 per cent), and 64 faculty members (87.7 per cent) related the academic field of dietetics to the food products industry.

Armed Services. Restaurant managers had a weaker association of this employment area to dietetics than the other two groups. Twenty-nine restaurant managers (72.5 per cent) made the association; 34 dietitians (91.9 per cent) strongly associated the two; and 59 faculty members (80.8 per cent) made the relationship.

School Lunch. Qualified dietitians are employed as directors of large school systems or as area supervisors for unified school districts in the school lunch program (American Dietetic Association, 1966, p. 12). Management of the lunch program for the individual school is usually assigned to a person without a

degree. With 75.7 per cent of dietitians relating school lunch to dietetics, they might have been considering that only upper-level positions require a college degree. However, 82.5 per cent of restaurant managers and 95.9 per cent of faculty members strongly associated dietetics with this employment area.

Industrial Feeding. Industrial firms offer opportunities for dietitians as nutrition advisers or consultants (American Dietetic Association, 1966, p. 14). But, restaurant management majors or degree recipients are more likely to be directing the food service operation. Twenty-three dietitians (62.1 per cent), 24 restaurant managers (60.0 per cent), and 52 faculty members (71.2 per cent) made the association with dietetics.

Teaching. Typically, college teaching positions in institutional management, especially those offering dietetics, will usually seek a person with membership in The American Dietetic Association. Likewise, teaching of patients, nurses, and employees in hospitals requires a dietitian (American Dietetic Association, 1966, p. 5). Twenty-eight restaurant managers (70.0 per cent), 36 dietitians (97.3 per cent), and 59 faculty members (80.8 per cent) related this employment area to dietetics.

College and University Food Service. University residence halls and student unions employ dietitians in food service (American Dietetic Association, 1966, p. 11). Some organizations prefer hiring persons with membership in The American Dietetic Association; others do not. Twenty-seven dietitians (73.0 per cent), 25 restaurant managers (62.5 per cent), and 63 faculty

members (86.3 per cent) related this employment area to dietetics. A weaker association is indicated from responses made by dietitians and restaurant managers.

It can be observed from Table 4 that Kansas State University faculty members strongly related (85.0 per cent or above) four of the seven areas that employ dietitians to the academic field of dietetics. Dietitians residing in Kansas also related four of the seven areas, and members of the Kansas Restaurant Association strongly related only one employment area to dietetics. None of the groups made weak associations (55.0 per cent or less) of dietetics to the seven employment areas.

Respondents' Relationships of Employment Areas to the Academic Field of Restaurant Management

Five of the ten employment areas presented to respondents are most often grouped under and associated with restaurant management: (1) restaurants and hotels, (2) airline food service, (3) industrial feeding, (5) teaching, and (5) college and university food service. The majority of degree recipients or majors in restaurant management usually seek employment in these five areas more so than the other five. Questionnaire results were summarized in terms of percentages of respondents relating each of the ten employment areas to the academic field of restaurant management. Again, the figures of 85.0 per cent and 55.0 per cent were used to determine strong and weak associations, respectively, of employment areas to the academic field.

Associations of employment areas to restaurant management made by 37 dietitians residing in Kansas, 40 members of the Kansas Restaurant Association, and 73 Kansas State University faculty members are shown in Table 5.

Government Service. This employment area seldom is related to restaurant management, with most government positions calling for nutritionists or dietitians in the foods area. Respondents seem to recognize such and associate this area to restaurant management with little intensity. Eleven dietitians (32.4 per cent), 12 restaurant managers (30.0 per cent), and 34 faculty members (46.6 per cent) made the relationship.

Restaurants and Hotels. There seemed to be little doubt in the minds of the dietitians and faculty members surveyed that restaurant management is related to this employment area. All dietitians and faculty members (100.0 per cent) made the association, whereas, 92.5 per cent of restaurant managers made the association.

Airline Food Service. Respondents were not inclined to associate restaurant management with airline food service. Perhaps they believed that restaurant management graduates are not educated for such a food service speciality. Twenty-eight dietitians (75.7 per cent), 25 restaurant managers (62.5 per cent), and 54 faculty members (74.0 per cent) related the two.

Hospitals. It is not uncommon today to find restaurant management majors or degree recipients administering food services in hospitals, leaving dietitians to therapeutics, education, and research specialities. But, this seems to be a

Table 5. Respondents' perception of areas that employ college graduates in the academic field of restaurant management.

Employment areas	Respondents relating restaurant management to employment areas							
	Dietitians ^b		Restaurateurs ^c		Faculty ^d		Total	Per cent
	number	per cent	number	per cent	number	per cent		
Government Service	11	32.4	12	30.0	34	46.6		
Restaurants and Hotels ^a	37	100.0	37	92.5	73	100.0		
Airline Food Service ^a	28	75.7	25	62.5	54	74.0		
Hospitals	11	32.4	12	30.0	21	28.8		
Food Products Industry	17	45.9	12	30.0	15	20.5		
Armed Services	16	43.2	18	45.0	36	49.3		
School Lunch	10	27.0	18	45.0	26	35.6		
Industrial Feeding ^a	29	78.4	27	67.5	43	58.9		
Teaching ^a	22	59.5	24	60.0	47	64.4		
College and University Food Service ^a	24	64.9	26	65.0	47	64.4		

^a Indicates employment areas most frequently associated with restaurant management. Graduates having a degree or major in restaurant management usually work in one of these five areas more so than the other five.

^b Subject: 37 dietitians residing in Kansas

^c Subject: 40 members of the Kansas Restaurant Association

^d Subject: 73 faculty members of Kansas State University

new trend as would be the indication from respondents' relationships. Eleven dietitians (32.4 per cent), 12 restaurant managers (30.0 per cent), and 21 faculty members (28.8 per cent) related hospitals to restaurant management.

Food Products Industry. This employment area is not often associated with restaurant management. Respondents' answers are in agreement with this observation. Dietitians (45.9 per cent of their group), restaurant managers (30.0 per cent of their group), and faculty members (20.5 per cent of their group) have a rather good perception of food products industry and restaurant management in that they believe the two are not closely related.

Armed Services. Utilization of enlisted men with a college background in restaurant management is often found in various branches of the armed services. But this is not considered an area in which restaurant management graduates with civilian status usually seek employment. Sixteen dietitians (43.2 per cent), 18 restaurant managers (45.0 per cent), and 36 faculty members (49.3 per cent) made the association of armed services to restaurant management.

School Lunch. Only 27.0 per cent of dietitians, 45.0 per cent of restaurant managers, and 35.6 per cent of faculty members associated school lunch to restaurant management. Home economists and dietitians usually work in this employment area.

Industrial Feeding. Respondents have a weak association of this employment area to restaurant management. Employee cafeterias and executive dining rooms are supervised most often by restaurant management majors or degree recipients. Only 58.9

per cent or 43 faculty members, 67.5 per cent or 27 restaurant managers, and 78.4 per cent or 29 dietitians made the association.

Teaching. In colleges and universities offering food service management curriculums, teachers usually have a restaurant management background if emphasis is placed on commercial food service. However, at Kansas State University, instructors in the Restaurant Management curriculum, for the most part, have noncommercial backgrounds. Respondents' weak association of teaching with restaurant management may be due to their image, at least in Kansas, of restaurant management courses being taught by those with noncommercial backgrounds. Results also could indicate unawareness of the growing teaching possibilities in vocational schools for restaurant management graduates. Teachers are needed in many vocational-technical schools offering courses for cooks, supervisors, and other food service personnel (Shugart, 1967). Only 59.5 per cent of dietitians, 60.0 per cent of restaurant managers, and 64.4 per cent of faculty members made the association.

College and University Food Service. The commercial aspect of faculty clubs and student unions offer opportunities for the graduate with a restaurant management background. However, residence hall food centers usually are managed by dietitians or, generally, by persons with training in this noncommercial phase of food service. Respondents' limited knowledge of the commercial aspect of campus food service in unions and faculty clubs could have accounted for a rather weak association. Twenty-four

dietitians (64.9 per cent), 26 restaurant managers (65.0 per cent), and 47 faculty members (64.4 per cent) related restaurant management to college and university food service.

It can be observed from Table 5 that all three groups strongly related (85.0 per cent or above) just one employment area (restaurants and hotels) to restaurant management. An image of restaurant management majors or degree recipients working mainly in hotels and restaurants prevailed. None of the groups surveyed made weak associations (55.0 per cent or less) of restaurant management to the five employment areas generally considered within this academic field.

All ten employment areas presented to respondents generally were considered within institutional management; seven were classified as dietetics; and five were considered within restaurant management. Thus, a total of 22 appropriate relationships of employment areas to the three academic fields could have been made. When considering respondents' perception of those areas that employ college graduates in institutional management, dietetics, and restaurant management, it was observed that dietitians in Kansas strongly related (85.0 per cent or above) 8 of a possible 22 areas to the three academic fields. Kansas State University faculty members and Kansas Restaurant Association members strongly related 6 of 22 employment areas to the academic fields. All respondents seemed to have limited knowledge of those employment areas included under the academic field of restaurant management. Restaurant managers tended to relate more employment areas to institutional management than to

dietetics or restaurant management. Likewise, dietitians related more areas to their own field of dietetics, and faculty members also tended to think of the ten employment areas as related to dietetics. The term dietetics seemed to convey food service to more respondents than did the terms, institutional management or restaurant management.

Respondents Not Relating Certain of Ten Employment Areas
to the Academic Fields of Institutional Management,
Dietetics, and Restaurant Management

A few respondents did not relate certain employment areas to any academic field (Table 6). Many of these respondents put question marks next to an employment area, implying little or no knowledge of the area or uncertainty as to the meaning of terminology on the questionnaire itself. Some confused government service with armed services. There seemed to be a void in a number of respondents' minds concerning the food products industry, industrial feeding, and teaching. A surprising number of dietitians failed to relate school lunch to any academic field, and a few restaurant managers did not relate the commercial area of airline food service to an academic field.

In general, more Kansas Restaurant Association members failed to make associations of employment areas to the academic fields than dietitians residing in Kansas or Kansas State University faculty members. This would infer that restaurant managers are unsure of the relationship of employment areas to the academic fields or that they see no relationship whatsoever.

Table 6. Respondents not relating employment areas to the academic fields of institutional management, dietetics, and restaurant management.

Employment areas	: Respondents not relating certain employment areas : to any academic field					
	Dietitians ^a		: Restaurateurs ^b		: Faculty ^c	
	Total : number :	Per : cent :	Total : number :	Per : cent :	Total : number :	Per : cent :
Government Service	0	0.0	2	5.0	0	0.0
Restaurants and Hotels	0	0.0	0	0.0	0	0.0
Airline Food Service	0	0.0	1	2.5	0	0.0
Hospitals	0	0.0	0	0.0	0	0.0
Food Products Industry	0	0.0	1	2.5	2	2.7
Armed Services	0	0.0	1	2.5	0	0.0
School Lunch	2	5.4	1	2.5	0	0.0
Industrial Feeding	2	5.4	0	0.0	4	5.5
Teaching	1	2.7	2	5.0	3	4.1
College and University Food Service	0	0.0	0	0.0	0	0.0

^a Subject: 37 dietitians residing in Kansas

^b Subject: 40 members of the Kansas Restaurant Association

^c Subject: 73 faculty members of Kansas State University

Consideration must be given to the fact that terminology presented problems to a few respondents completing this section of the questionnaire. This would apply particularly to the terms government service, food products industry, armed services, and teaching which were somewhat vague. The questionnaire did not state the level or area of teaching, the facet of employment in the armed services, or definitions of government service or the food products industry. However, respondents with a fair knowledge of the academic fields and employment areas seemed to have no difficulty with terminology.

Results of Personal Interviews

When an image study of institutional management was proposed, procedure included interviews with Kansas State University faculty members. Personal interviews were to be held after results of the mail questionnaire became known. Type of interview questions depended on the image that this academic group had of institutional management as disclosed in the analysis of questionnaire data.

Since results of the mail questionnaire answered the query "How well known are we among the groups we are concerned about?", one of the objectives of the personal interview was to find the answer to the next question "What are the best channels for communicating information about institutional management?" Literature cited stressed that individuals whose personal involvement in the group is most intense and widespread be studied to determine communication channels (Opinion Research Corporation,

1960, p. 9). For this reason, in-depth personal interviews were held with six faculty members most directly involved in both the formal and informal communication system at Kansas State University.

In addition to studying the intra-campus communication system at Kansas State University, results of the mail survey indicated that opinions regarding the benefits of making an image study be pursued further. Since a few faculty members expressed adverse reaction to this particular image research, a second objective of the personal interviews was to solicit comments on the advantages or disadvantages of determining the organization's image. Appropriateness of the name institutional management also was questioned by certain faculty respondents. Thus, the final objective included further study in the area of terminology and its affect on image.

Although faculty members' opinions of institutional management, as determined by the semantic differential section of the mail questionnaire, were not as favorable as the other two groups, it did not seem essential to pursue this phase further in personal interviews.

Respondents were asked three questions during a tape recorded interview. A statement on image studies by a faculty member at Kansas State University, who received the mail questionnaire, was presented to interviewees in the first question. They were asked to comment on the position taken by the faculty member in a letter returned with his questionnaire:

It seems to me that this over-emphasis and pre-occupation with image diverts our attention from our primary job--that of producing a better product, upgrading standards and performance, and particularly of innovating. The effort to build an image and the importance attached to the 'right' image leads us to be ultra-conservative, to fear innovation and change which might upset established patterns and challenge fallacious but widely-held beliefs. Thus, we tend to reinforce the status quo and that's the antithesis of what we ought to be doing.

In general, interviewees agreed with the statement, but with reservations. The consensus was that if concern for what others think takes precedence over doing a quality job, determining one's image can lead to conservatism, diversion from set goals, and fear of innovation. Respondents agreed, however, that part of building a department within a university is constant evaluation of what is being done.

Important points made by interviewees are enumerated because of their relevance to the purpose of making this study. Comments of respondents are recorded in their entirety in Appendix A. The six interviewees are anonymously referred to by letters of the alphabet from A through F. For reference, these letters correspond with those assigned to interviewees' recorded comments in the Appendix.

In commenting on the faculty member's statement in question one, interviewee A said:

There is much too much concern for image rather than on what the department is really doing. Change in image cannot occur unless you change what causes the image. . . . You cannot simply tell people what you are doing: you must show them by relating on a person-to-person basis. What you do will be misjudged in newspapers. (Interviewee believed that traditional media of communication--press, radio, T.V., etc.,--give an impersonal and often untrue picture of

the organization.) True image comes from person-to-person relationships.

Interviewee B stated:

The department head who doesn't know what people think of the department is neglecting a very vital part of the job. I dispute vigorously the claim that over-concern with image inhibits innovation. Many departments have an image of being great innovators and those who are successful in creating this image are progressive.

Interviewee C commented:

I can see how this is a concern of your department because I am concerned with how people view the entire university and particularly, the College of Arts and Sciences. You need the support of faculty outside the department. You want to know if people are on your side.

Interviewee D said:

There should be a continuum of concern in which there is a balance between audience orientation and self-direction. Regarding the importance of the 'right' image, I disagree with this because you can define the kind of image you want to create. I don't fear innovation if I want to create an image as long as it's my image. . . . The 'right' image in terms of social censure may cause fear of doing things for society's sake. . . . If I know what image I wish to create, I wouldn't be reinforcing the status quo, necessarily, because the image itself may be innovative. This statement is surrounded by stereotyped notions of image in that the faculty member (making the statement) is not thinking about this as a conscious type of image building with a goal in mind. You may actually upset the status quo with your image.

Interviewee E answered:

The word image is a static concept and what must result from an image study is an oversimplified view of a very dynamic thing. We are liable not to be dynamic if we attach our ideas to an image which in turn seems to be rather static. . . . If, in getting a clearer idea of what others conceive the department of institutional management to be, you find . . . gaps between what others see and what is, you may constructively use an image study by . . . attempting a program of communication in which the incorrect

impressions could be corrected. Also, an unflattering image may reflect real flaws in what is being done. Then, you can correct . . . this by doing things very differently and more efficiently. . . . A basic pitfall of image studies is preoccupation with what others think to the exclusion of paying attention to what one is doing.

It is important for a field to gain understanding of its general image. If improper, it could be disastrous from the standpoint of future employment of graduates. We could be expending energy to educate people who find difficulty finding jobs because of a bad image of the field.

In the second question, interviewees were asked what they thought the most effective formal and informal channels of communication to be at Kansas State University and, specifically, how academic departments could use such channels to convey ideas, messages, and create better understanding of departmental objectives.

Results indicated that respondents favor informal communication to formal. They also believe that less communication takes place between departments on a campus than opportunity exists for. "The problem," as one interviewee stated, "is that faculty feel they are too busy and don't take the time to look up and be curious."

Referring to informal communication at Kansas State University, respondents made these seven major points:

1. Department faculty should mingle fully with faculty from other departments on the social level and talk about their work.
2. An effort should be made to instill pride of students in the department's program: they speak to others. "This," said one respondent, "is the best way to upgrade your image in a hurry."

3. New programs and new ideas are disseminated best at the level of influence and not through red-tape (formal) channels. The most influential channel is one that gets people to act on your idea.
4. Informing does not guarantee understanding. It takes both facts and acceptance of the message to get the communication job done. You attain understanding and acceptance of the message by dedication to an idea, enthusiasm, and belief in your own convictions.
5. Regarding feedback in communication, approach students and faculty and ask "We want your opinion--you can help us--make constructive comments." If they feel as though their opinion is worth something, they will help you.
6. Small committee work between departments in the college promotes communication, understanding, and a unified effort.
7. Support of research of an inter-disciplinary nature and drawing on courses from other colleges to support the department curriculum promote informal communication.

On formal communication at Kansas State University, interviewees suggested the following:

1. Slant articles on institutional management toward the Mercury, daily newspaper of Manhattan, Kansas. It would be effective to talk about jobs that graduates hold and the work involved in food service management. The goal should be understanding of institutional management within the community.
2. In the Collegian, student newspaper of Kansas State University, talk about involvement of students in various aspects of the institutional management program, results of theses, and the function of food service on the campus. Build the department around a personality.
3. The student radio station at Kansas State University is looking for ideas, interviews. Seek out the unusual and use this as a medium for communicating to students.
4. Television is a tremendous medium. Any business or public that the Department of Institutional Management at Kansas State University serves could profit

from a joint program with the department. An informal, nonmanagerial talk explaining the purpose and work of institutional management would be appropriate. A good series sponsored by a restaurant chain or restaurant supply house would be educational if done in conjunction with the Department of Institutional Management.

5. An effective instrument for communication on the campus is discussion of curricula that are interdisciplinary in nature.
6. Plenty of opportunities are available through symposia and workshops. Promote convocations and seminars for faculty outside the College of Home Economics with topics of broad appeal.
7. The Faculty Senate at Kansas State University is one of the better formal approaches to communication, especially in curriculum changes.
8. Scheduled speeches by faculty within the department should be reported in the press. This is a good means of communicating the philosophy and program of the department.
9. Encourage faculty to give as many speeches as possible. Personal contacts are important.
10. Get outside individuals to come in and interact with faculty and students in the department. They can relate their goals; you (the Department of Institutional Management) can relate yours.
11. Avoid the publicity trap. Departments who overpublicize their activities are frowned on by some faculty members at Kansas State University.

In addition, interviewees expressed the opinion that individual faculty members at Kansas State University have a rather narrow view of communication. And it was generally agreed that, on the whole, academic departments do not take enough interest in peripheral areas.

One interviewee reiterated a principle of communication frequently cited in literature when he said "If you don't communicate, people will make decisions irregardless and have

an opinion without the facts to go by. The better informed the opinion, the better."

In a few instances, faculty members interviewed said they did not become interested in other departments until promoted to a position where communication and knowledge of campus activities outside their own area were essential. One interviewee admitted that he tended to filter communication and listen to things pertinent to him and the college in which he worked.

In the final question on the interview schedule, respondents were asked to comment on another direct quote by a faculty member. As in the first question, the statement came from a letter returned with a questionnaire. The quote was as follows:

My feeling (of the words institutional management) is that an objective meaning for this term does not exist; that you have been trying for some time to create a meaning for it; and that by way of this questionnaire, you are going to find out how well you are doing. . . . The word 'manager' has a legitimate meaning, but a number of unfavorable connotations are associated with it. . . . The word 'institution,' also has a neutral, respectable meaning, but it may denote something less respectable as well, and never something more positive than the neutral value of it would indicate. . . . The sum of the two neutral-to-negative expressions cannot help but create an unfavorable first impression on me. If he (the institutional manager) had any more training than the term indicates, he would not call himself a manager and he would specify the type of institution.

Interviewees unanimously agreed that the name institutional management is ambiguous, has little or no connotation of food or dietetics, and that the Department of Institutional Management would benefit from a name change. To those interviewed, the words implied mental homes, an inanimate object, business management of a hospital or university, and churches.

Four of the six respondents confessed they had no knowledge of institutional management or what it encompassed prior to coming to Kansas State University or before they assumed positions on the campus that forced them to investigate this academic field. One of the four stated "The name has always bewildered me. But, it makes sense when you study it." Another said "I realize that dietetics and restaurant management don't include all facets of the field. Institutional management was chosen to suggest other areas like hospitals and universities."

One interviewee said the name institutional management suggested commerce, education or public administration but not home economics. Another respondent questioned the inclusion of the word management in the name. To this person, management has a broader meaning than that used in institutional management. "Operation is a better word to describe what the department is doing," he said. He claimed that the word management is misleading since the Department of Institutional Management at Kansas State University does not include education in all functions of management in its program. The functions of management were given by this respondent as: (1) marketing, (2) management, (3) personnel, (4) accounting, and (5) finance.

SUMMARY

To ascertain the image of institutional management within the State of Kansas, selected members of the following groups were surveyed: Kansas Restaurant Association, Kansas State University faculty, and professional women actively employed as

dietitians in Kansas. Opinions and knowledge of respondents toward institutional management as an occupation and/or area of academic concentration were to be determined. Effectiveness of the name institutional management for describing various food service management degree programs across the country also was investigated. Procedure included a questionnaire with open-end questions, a semantic differential opinion scale, and an area of employment section. In-depth personal interviews with selected members of the Kansas State University faculty also was included in the procedure.

The questionnaire was mailed to 160 members of the Kansas Restaurant Association, 140 faculty members of Kansas State University with status of assistant instructor or above, and 60 dietitians residing in Kansas. Participants were randomly selected. Of 360 questionnaires mailed, 171 were returned, but only 150 were usable. Results of open-end questions were categorized according to meaningful responses. The semantic differential and areas of employment sections were tabulated by the Statistical Laboratory of Kansas State University. Only data from the semantic differential were analyzed. Chi square was used. Responses to the areas of employment section were summarized in terms of percentages of respondents from each group who did or who did not relate each of ten employment areas to the academic fields: institutional management, dietetics, and restaurant management.

In-depth personal interviews were held with six faculty members at Kansas State University. From results of the mail

questionnaire, three questions were structured on communication, image studies, and appropriateness of the name institutional management for describing the fields of dietetics and restaurant management at Kansas State University. Selection of interviewees was not random. However, involvement of faculty members in intra-campus communication and influence in the university community were important factors in their selection. Questions were posed to the six faculty members during tape-recorded interviews.

In open-end questions, respondents were asked to indicate what comes to mind when the words institutional management are spoken and also indicate what a person with a degree in institutional management does on the job. Results implied that dietitians in Kansas tended to have a better perception of institutional management than the other two groups. Dietitians were more knowledgeable of on-the-job duties and responsibilities of someone working in this field and associated institutional management with prisons and mental institutions to a lesser degree than restaurant managers or faculty members. Dietitians associated food service or a related employment area with institutional management more so than the remaining respondents. All dietitians knew about job duties and responsibilities and, yet, 8.0 per cent of their group associated institutional management with prisons or mental institutions.

When 19 bipolar adjectives were presented to respondents in the semantic differential scale, significant differences in opinions of institutional management were found to exist among

the groups surveyed in the following areas: (1) scientific - unscientific, (2) high standards - low standards, (3) high-caliber workers - low-caliber workers, (4) gives sensible advice - highly theoretical, (5) desirable educational area for bright young man - less desirable educational area for bright young man, (6) provides broad education - provides specific education, (7) trustworthy - not reliable, (8) many career opportunities for both men and women - few career opportunities for both men and women, (9) contributes valuable research - research contribution is limited, (10) status among professions is high - status among professions is low, and (11) protects public in many ways - does not protect public.

In general, computed mean values for responses of each group to bipolar adjectives revealed a more positive opinion of institutional management on the part of restaurant managers and dietitians. For 10 of the 19 bipolar adjectives, mean values of dietitians were above all groups. Faculty mean values exceeded those of restaurant managers in only two instances and fell below those of dietitians on every bipolar adjective.

In the areas of employment section of the questionnaire, respondents were given a list of ten employment areas that employ persons in the three academic fields of institutional management, dietetics, and restaurant management. They were asked to indicate the academic field to which they thought each employment area was related. Effectiveness of the name institutional management for describing various food service management curriculums was to be investigated.

All ten employment areas presented to respondents generally were considered within institutional management, seven were classified as dietetics, and five were considered within restaurant management. Thus, a total of 22 appropriate relationships of employment areas to the three academic fields could have been made. When considering respondents' perception of those areas that employ college graduates in institutional management, dietetics, and restaurant management, it was observed that dietitians in Kansas strongly related (85.0 per cent of the group or above) 8 of a possible 22 areas to the three academic fields. Kansas State University faculty members and Kansas Restaurant Association members strongly related 6 of 22 employment areas to the academic fields. All respondents seemed to have limited knowledge of those employment areas included under restaurant management. Restaurant managers tended to relate more employment areas to institutional management than to dietetics or restaurant management. Likewise, dietitians related more areas to their own field of dietetics, and faculty members also tended to think of the ten employment areas as related to dietetics. The term dietetics seemed to convey food service to more respondents than did the terms institutional management or restaurant management.

A few respondents did not relate certain employment areas to any academic field.

In personal interviews, faculty members were asked to comment on the benefits or disadvantages of making an image study. The consensus was that if concern for what others think

takes precedence over doing a quality job, determining one's image can lead to conservatism, diversion from set goals, and fear of innovation. Respondents agreed, however, that part of building a department within a university, such as institutional management, is constant evaluation of what is being done.

Interviewees also were asked what they thought the most effective formal and informal channels of communication to be at Kansas State University and, specifically, how academic departments could use such channels to convey ideas, messages, and create better understanding of department objectives.

Results indicated that respondents favor informal communication to formal. They also believe that less communication takes place between departments on a campus than opportunity exists for. In addition, interviewees expressed the opinion that individual faculty members at Kansas State University have a rather narrow view of communication. And it was generally agreed that, on the whole, academic departments do not take enough interest in peripheral areas.

Respondents made several recommendations regarding the effectiveness of various formal and informal channels of communication on the Kansas State University campus.

When asked about the name institutional management, interviewees unanimously agreed that it is ambiguous, has little connotation of food or dietetics, and that the Department of Institutional Management at Kansas State University would benefit from a name change. To those interviewed, the words implied

mental homes, an inanimate object, business management of a hospital or university, and churches.

CONCLUSIONS

Within the limits of this study, the following inferences were made.

Dietitians surveyed had a better understanding of the nature of institutional management than Kansas Restaurant Association members or the Kansas State University faculty. Approximately 30.0 per cent of dietitians and 55.0 per cent of faculty members and restaurant managers did not link the name institutional management with food service. Approximately 10.0 per cent of each group thought of prisons or mental institutions in relation to institutional management. Dietitians knew more about on-the-job duties and responsibilities in the field.

Dietitians also had a more positive opinion of institutional management, with faculty members having the most negative view of this food service field. The groups surveyed varied significantly in their opinion of institutional management. Respondents questioned the scientific nature of the field, questioned whether institutional management curriculums provide a broad education or contribute valuable research, and did not think its status among professions is high.

The term dietetics conveyed food service to more respondents than did the terms institutional management or restaurant management. All respondents had limited knowledge of areas that employ college graduates in these three academic fields.

However, dietitians had greater awareness of areas that employ college graduates in institutional management, dietetics, and restaurant management than did restaurant managers or faculty members.

Since image is defined in this study as including both knowledge and opinion, it was observed that dietitians in Kansas had the better perception and also the more positive opinion of institutional management. Kansas State University faculty members had the least favorable perception and most negative opinion of this academic field.

RECOMMENDATIONS

With the findings of this study verifying lack of information of institutional management as an academic field among the three groups surveyed, a need for improved communication is implied. At Kansas State University, this need has been recognized.

The following suggestions for an image-building program at Kansas State University take into consideration the primary objective of improved communication, the need for accelerated recruitment of students for study in this field, and also the desirability of changing the name institutional management. Priority should be given to improving communication; recruitment of students will be facilitated by markedly better communication with the publics.

Communication

Information. The first concern is that of telling the publics about institutional management. The following points should be clarified:

1. The nature of institutional management and the employment opportunities need to be communicated, especially to faculty members at Kansas State University.
2. A broad education is offered students in institutional management. Courses in humanities and physical and biological sciences are required in addition to specialized coursework in food production and service.
3. Valuable research is completed by students and faculty in the department that affects the food service industry and the general public.

Channels. The second concern is deciding how to communicate these facts to the publics. New and different channels of communication should be investigated. A few possibilities are:

1. Establish an advisory committee of food service industry representatives to make recommendations in areas of curriculum development and communication. Also, create an advisory committee of undergraduate and graduate students to evaluate the department's over-all academic program.
2. Consider a supervised, in-service training program for undergraduate students as part of graduation requirements. Kansas Restaurant Association and Kansas Dietetic Association members could be asked to cooperate in planning the work experience. This would provide a means of direct communication through conferences, and promote cooperation with these two groups.
3. Establish a guest lecturer program. More members of the Kansas Dietetic Association and Kansas Restaurant Association should be encouraged to share their experience with students. Publicity for these talks should reach all departments in the College of Home Economics and departments outside the college if topics are of general

interest. Restaurant chains like Stouffers, Incorporated, should be approached to sponsor speakers of national renown.

4. Expand the grants and awards program to include more food service supply companies. Communication and close work with this public is vital since they have contact with both dietitians and restaurant managers as well as the general public.
5. Invite members of the Kansas Dietetic Association and Kansas Restaurant Association to a yearly program that would present results of research done by the department.
6. Invite alumni of the department to various campus seminars and conferences developed specifically for them. Emphasis should be on updating their knowledge of the food service industry.
7. Send out a department newsletter to alumni and parents of students as a means of communicating current activities of the department.
8. Investigate further the already proposed idea of establishing a faculty extension position in institutional management. Results of research could be channeled directly to food service personnel and feedback would inform the department of problem areas that need attention.
9. Reach faculty members through curriculum discussions, workshops, symposia, and convocations.
10. Write an institutional booklet telling of the progress made by the department in the 40 years of its existence, publish with sponsored funds, and distribute to high school and college libraries and to the state associations for dietitians and restaurant managers. History, philosophy, research, and future of the food service field should be highlighted.
11. Utilize the media of radio, newspapers, and television. A faculty member's suggestion for a co-sponsored educational television program with a restaurant chain or supply house is pertinent. Publications of the Kansas Restaurant Association and the Kansas Dietetic Association are a good medium.

12. Utilize the University speakers' bureau. Mailing of lists of available speakers and topics to high schools, junior colleges, and special interest groups would be a vital means of reaching more people.

Recruitment

The emphasis should be placed on personal contacts with students, and with adults who have influence on students' decisions as to choice of academic specialization. Dissemination of career guidance literature is but the first step in attracting students for study in institutional management. A few additional steps in a recruitment program might include:

1. Reach a vast audience of influentials and potential college students through the 4-H organization. Speaking to district leaders about institutional management is a yet unexplored means of recruitment.
2. Reach high school students directly with speeches by faculty members before home economics and general business classes on topics of interest to the group. This would be educational and the students would know of institutional management at Kansas State University.
3. Attract those students with above-average ability in vocational-technical schools in the state for further education at Kansas State University in a college-level curriculum or through summer workshops for vocational-level students.
4. Produce 35 mm. slides to describe the opportunities in the food service field and in institutional management at Kansas State University. Such a visual device should be made available to high school and college recruiters.

Name of Institutional Management

Effectiveness of the name institutional management for describing the curriculums in dietetics and restaurant management at Kansas State University should be studied further. Within the State of Kansas, the name is considered to be ambiguous, has little connotation of food service, and is often confused with the Department of Institutional Management in Topeka, Kansas, that supervises state-supported institutions.

ACKNOWLEDGMENTS

Sincere appreciation is expressed to Mrs. Grace M. Shugart, Head of Institutional Management, for her patience and guidance as major adviser; to Mr. Ralph R. Lashbrook, Head of Technical Journalism, and Mrs. Raymona Middleton for their assistance and interest; and to Mrs. Perle Bottger and Mr. William Morris for their help in planning the survey. Appreciation also goes to Dr. Young O. Koh for his assistance with the statistical analysis.

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APPENDICES

APPENDIX A

Results of Preliminary Questionnaire to Home Economics Faculty and Graduate Students

Responses made to the question, "Please list any words or phrases you can think of that describe institutional management."

fantastic opportunities
 good racket
 private or public institution
 caters to some need of the public
 hot kitchen
 long hours
 hard work
 quantity cookery
 efficient food production
 attractively served food
 large banquets
 professional food handlers
 neat uniforms
 hiring of uneducated to prepare food
 menu planning
 efficient operation
 good food; delicious, appetizing, colorful
 cheerful environment in which to eat a meal
 big business
 variety
 noise
 waiting lines
 hospitals
 restaurants
 hotels
 motels
 linens
 institution (place to harbor prisoners or mental patients)
 the administration of an institution
 I think of professional persons in institutional management
 as dietitians, but not 100%. I have no clear picture
 image of what those are who are not dietitians.

Responses made to the question, "What words can you think of that go with institutional management?"

nurses	cost accounting
dietitians	pleasing customer
doctors	menus
sanitation	good, attractive food
sterilization	uniforms (white)
captive	kitchens
steam tables	pots n' pans
space	large mixers
serving	food odors
food preparation	cleanliness
dishes	standardization
large equipment	research
clatter	need
conveyor belts	dirty dishes
linen rooms	long hours, early or late
hard work	mass production
long hours	stainless steel surfaces
food for fifty	penitentiary
personnel management	dormitory
new menus or recipes	business management of hospital
efficiency	supervisors
cheerful management	hotel
cost consciousness	hospital
pre-planning	restaurant
cooking	school
nutrition	director
cafeteria	management
dishwasher	cook
special diet	hospital
institution	food buying
seven days a week	employees
meat, poultry, fish, vegetables, fruits, desserts, pastries	

Responses made to the question, "What areas would employ the services of someone trained in institutional management?"

hospitals (dietary departments)
school lunchrooms
university dormitories
college (instructors)
restaurants
armed services (military mess halls)
government institutions
factories
hotels
nurseries
any place with over 500 people
student union
Veterans Administration homes
homes for aged (nursing homes)
mental hospitals
cafeterias
camps
state institutions
manufacturers and large industry
retailers
department stores
city, county, state, and federal agencies
tearoom
club
catering service
business for employees lunch
public health
large plants or office buildings
corporations
stores
equipment manufacturers and suppliers
airlines
catering service

Respondents' Answers to Open-End Questions

Type of Respondent: Dietitians residing in Kansas

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|--|---|
| 1. Administrative position in some area of the food industry, i.e., cafeteria, etc. | Responsible for all phases of planning, producing, and serving of quantity food service |
| 2. Managing of food service in a hospital, school, or plant | Makes policies, implements them, trains supervisors, attempts to serve food (good quality, sanitary) with help of well-trained workers in pleasant, clean surroundings within a definite budget |
| 3. Food service | Plan and coordinate |
| 4. Organization and management of activities and personnel | Manages the operation of a department or institution and supervises employees |
| 5. A kitchen equipped with institutional equipment, staffed with trained employees who are supervised by a person trained in the art of food service | Manages a food service organization |
| 6. Food production, personnel management, purchasing, labor relations, publicity and advertising, accounting | All of the items listed in question #1 and any other thing that needs to be done. Most of this is done through delegation |
| 7. Controlled cost and profit, work simplification, high quality production | By using management tools such as charts and graphs and daily records, determine areas for improvement. Observes work in progress and gives employee training on the job and formally |
| 8. A manager of an institution | They are responsible for the management of their unit, area, or entire operation |

Type of respondent: Dietitians residing in Kansas

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|---|---|
| 9. Running an institution such as a prison, school, or hospital | I know, but do others? He manages the food service--accounts, personnel, food, etc. |
| 10. Managing the food service department of an institution so that it runs smoothly and produces quality food | Supervise overall workings of department; interview major employees (staff), delegate responsibility to able persons; review job descriptions, payrolls, and all general kinds of managerial activities |
| 11. An institution with a manager trained for the work | He knows business management, personnel management, work flow, job descriptions |
| 12. Management in food service operations | Organizes work of personnel, purchases, directs operations, perhaps employs |
| 13. Sum total of functions used to control | Directing worker's productivity; organizes tasks; over-all planning (policy, long-range and also day-to-day plans); delegates authority |
| 14. A state institution with someone managing the inmates | Directs or manages the work or people toward a specific goal in an efficient, economical, and satisfying manner |
| 15. Equipment | Assume responsibility for a large food service |
| 16. Organization, planning, procedures of principles for most effective production results | Executive to carry out above |
| 17. Management of institutions - might be food service of several specialties | Runs food service which includes housekeeping of building, interior decorating, food purchasing, production, service work, etc., and all its ramifications |

Type of Respondent: Dietitians residing in Kansas (cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|--|---|
| 18. Manager of foods | Plan all the functions of the foods department |
| 19. I think of food service administration and it may be in a restaurant, school lunch cafeteria, or in a hospital, etc. | Hires and trains employees and schedules employees, writes menus, purchases food, supervises food preparation, and maintains good sanitation; is responsible for a smoothly running food service--may buy equipment |
| 20. Managing any number of food service-type functions | Writes menus, hires and fires personnel, orders food and supplies, organizes a food service unit |
| 21. Conduction of the activities of an establishment toward designated goals | Manages (controls, directs, coordinates, evaluates, plans) the activities of men in the use of machinery and/or raw materials into finished product |
| 22. Management of food service for large groups | Plans, organizes, supervises, trains |
| 23. Management of restaurant and hospital kitchens | Supervision of employees and planning |
| 24. Quantity food production--management of personnel | Supervision, planning, coordinating |
| 25. Management or direction of food service for an institution such as a hospital, residence hall, union, cafeteria in commercial building or restaurant | Directs workers such as cooks, dishwashers, busboys, waitresses; orders foods, makes out menus |
| 26. Both food production and personnel management | Same |
| 27. Hospital kitchen and a variety of workers aiming to get a good job done well | Supervision, direction, selective counseling |

Type of Respondent: Dietitians residing in Kansas (cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|---|---|
| 28. Management of an institution (hospital, school, etc.) food service | Position is mainly one of working through others to get the job done--that is, a position of management |
| 29. Food service operation in a hospital, hotel, and other eating places | Is in charge of all food service |
| 30. Management of a food service for numbers of people | Plans, purchases food, manages food service unit, buys equipment, fires and hires employees; personnel management, budgets |
| 31. Hospitals | Organizes and directs dietetic department |
| 32. Van Zile Hall, dormitory management, state hospitals (institutions) student feeding | Manages housing and/or feeding of persons, often students or patients; personnel management |
| 33. My own classes and training in this | Duties many and varied--executive; accounting, purchasing, employee training, menu writing, scheduling and hiring of personnel, etc. |
| 34. Administration of food service in an institution | This is impossible to answer since each job requires duties--you cannot answer for "the" job |
| 35. Food service in some area where large groups are fed | Supervise food production, plan employee schedules, interview, hire and fire employees, represent dietary to other groups in the institution, purchase food equipment, work with patients |

Type of Respondent: Dietitians residing in Kansas (concl.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

36. Management of food service
in a public institution
such as a hospital, cafe-
teria for large companies
or college students, etc.

Serves in a managerial capac-
ity to hire personnel and
organize a food service in all
basic facets such as planning
work areas, buying equipment,
purchasing food, food prepara-
tion, etc.

37. A person trained with cer-
tain knowledge and skills
to effectively supervise
those functions essential
in the operation of an
institution

Supervise, maintain adequate
financial status, and maintain
high standards

Type of Respondent: Kansas Restaurant Association

1. The director of a govern-
ment establishment, such as
the superintendent of the
Industrial School at
Hutchinson. Does not imply
commercial business

Same

2. Food department of large
industrial organization

Works in as a department head

3. Person or committee who
directs the physical plant
of an organization of cor-
poration

Directs the phases of building,
maintenance, and building
service (food, etc.) allowed
by building owners or direc-
tors

4. The ability to organize and
operate a place where several
people are fed or housed

Over-all management

5. Food service and housing as
they affect groups larger
than the family

Sets policies, determines
standards, handles personnel,
purchases food and supplies,
plans work methods, specifies
equipment, plans and/or
organizes work areas, etc.

Type of Respondent: Kansas Restaurant Association (cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|---|--|
| 6. Any type of management in the food service field | Manages a complete food service operation--planning, buying, personnel, bookkeeping, inventory control |
| 7. Building management and food management | Supervise |
| 8. Manager of hospital or school with staff responsible for food, cleaning, maintenance, with not too much emphasis on general management | Same |
| 9. Managing or directing food operations in hospitals, school facilities, etc. | Same |
| 10. Successful operation of larger type business (dispensing food) | Be a good boss--successful operator |
| 11. A scientific application of leadership, guidance, and control toward the "100% efficiency goal" | Work, plan, research and prepare for the ever-changing future |
| 12. College education or business school | Works with the knowledge of an education and business management |
| 13. Taking the scientific approach to do a better job in management of institutions and/or teaching the same to others | Manage hotel, restaurant, or institution; teach or consult |
| 14. Hospital and general food management of a professional nature | Complete responsibility for planning and control over personnel, etc. |
| 15. People in authority responsible for large institutions or operations | Has responsibility for a smooth operation--manages employees, etc. |

Type of Respondent: Kansas Restaurant Association (cont.)

When you hear the words, "institutional management," what comes to mind?

What does a person with a degree in institutional management do on the job?

- | | |
|--|---|
| 16. Management personnel concerned with operating a business | Works with people--employees, customers, service persons; manages a business |
| 17. The administration of some type of organization within a certain framework | Acts in an executive position of management |
| 18. Food service | One not employed |
| 19. Operations at state institutions--business operations, auxiliary enterprises, general administration | Manages a large public or private business operation |
| 20. Food service | Manages some type of food service or area |
| 21. Food service | Manager, dietitian, chef |
| 22. ICMA | Plans, organizes, directs |
| 23. Supervisory capacity up; clubs, hospitals, hotels, and food operations | Management with regard to policy, sales, costs |
| 24. Kansas State University and food service | An administrator |
| 25. A catch or phrase for all types of organizations not entitled to exclusive listing, such as school administration, hospital administration, etc. | The individuals I'm associated with are either food service directors or perform other administrative duties in an organization |
| 26. Hospital and school food service managers | Supervises the overall operations for which he is responsible |
| 27. Managing the food service for an institution | Supervise and/or manage |
| 28. It means managers in field encompassing hospitals, schools, care homes, etc. | Organizes, administers, coordinates personnel, supplies, and physical plant |

Type of Respondent: Kansas Restaurant Association (cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|--|---|
| 29. 24 hours of work on the job or away, it's always with you | He or she is a hirer, firer, buyer, seller, dietitian, laborer, cashier, bookkeeper, personnel administrator, host or hostess, errand runner-- this is the restaurant business! |
| 30. A person specializing in restaurant management | I would know |
| 31. Management of an establishment concerned with the public, such as motels, restaurants, nursing homes, etc. | A qualified armchair administrator in control of all concepts of his business-- personnel management, buying, etc. |
| 32. Hotels, restaurants, hospitals, and school eating facilities | Supervises buying, preparation, and service management; personnel |
| 33. Higher education in the field of business | Commands respect prior to proving his ability |
| 34. Thorough knowledge of all phases of the business | Control of buying and selling the product and management of personnel |
| 35. Coordinating the problems of group feeding and housing | With plenty of practical experience and a degree, one's chances of success should be far greater |
| 36. Store management or groups of stores | Coordinate jobs, check costs; scientific |
| 37. Obligation to volume feeding--lodging and service to a given area and type of people | Apply his formal training fundamentals to the practical operation of all departments of the business at hand |
| 38. How to operate a business such as a restaurant or school, something other than manufacturing or production | Directs and supervises the operation of said institutions |

Type of Respondent: Kansas Restaurant Association (concl.)

When you hear the words, "institutional management," what comes to mind?

What does a person with a degree in institutional management do on the job?

39. Management of a considerable number of employees, most of whom are hourly employees

If he knows his job well and has practical experience also, his main job would be in a supervisory capacity, planning work load, etc.

40. Hospital management, rest home management, girl or boy's dormitory management

Takes care of the entire operation of an institution

Type of Respondent: Kansas State University Faculty Members

1. Food management--large scale

Manage food service for a large organization

2. Those concerned with the organization and operation of hotels, restaurants, food service, etc.

Supply and equipment ordering and utilization; personnel management, menu planning, etc.

3. A person who is preparing for a career in organizing the physical and financial management of a large institution such as a school, hospital, etc.

Plan and program all staff and financial facilities and arrangements

4. Government-type operations, hospitals, etc.

Would attempt to increase operating efficiency by improving communications

5. Scientific food production; the restaurant industry

Supervise food production

6. People from college of business administration in executive training programs

Talks a lot--studies organizational charts and looks for ways to make standardized communication procedures

7. Association for supervision of state institutions

I don't know. The people that I know are associated with it tend to work in meal planning, but not much management planning.

Type of Respondent: Kansas State University Faculty Members
(cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|---|---|
| 8. Managing restaurants, cafeterias, or similar institutions | Supervises preparation of food, plans menus; personnel management, cost accounting |
| 9. Managing some kind of an institution--state, etc. | Manages and supervises |
| 10. Nutritional management of an institution such as hospital, nursing home, etc. and other areas of management; anything connected with running an institution | Plans meals, etc. |
| 11. Restaurant operator | Supervises diets |
| 12. Taking care of the nutritional needs of people associated with hospitals, schools, hotels, etc. | Plans menus, prepares food, manages labor, purchases materials and equipment, etc. |
| 13. Someone who administers housekeeping problems for hospitals, hotels, etc. | Takes care of logistics, etc. in an organization that has become too large for these to be handled by the policy-making administration; advises the latter on policy when requested |
| 14. Dormitory director, director of student unions, director of cafeterias, etc. in prison | Supervises and directs those under him |
| 15. Food - university or hospital | Food management |
| 16. The management of institutions, prisons, homes, schools, hospitals, etc. | Manages institutions such as are listed at left |
| 17. The section of a business that handles the personnel records, and the production plant facility | Specializes in personnel matters, fiscal records, or production plant development and operation |

Type of Respondent: Kansas State University Faculty Members
(cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|--|--|
| 18. Manager of hospital | Business manager |
| 19. State or federal institutional management | Purchasing, hiring of personnel |
| 20. Utilization of manpower in an organization | Attempts to make the best use of human resources |
| 21. A manager or administrator for a business or institution. The boss or the management | Has an active part in the policy-making or obtains the information needed and helps to make decisions |
| 22. The answer to an old joke, "Who wants to live in an institution?" | The same as I do (Assistant Athletic Director). It depends on your boss or administrator |
| 23. The management of institutions | Manages or else plays an important role in management of an institution |
| 24. Business and personnel manager of a large institution | Vice president and efficiency expert status |
| 25. The planning and managing of a large institution | Plan and help carry out the plans of meals that are well-balanced for a large number of people |
| 26. People in white uniforms; stainless steel kettles | Manages food for restaurants, hotels, hospitals, other food service |
| 27. Food services for private and government institutions | Personnel management and money management |
| 28. Hotel and large building supervision | Supervises personnel, plans buildings, coordinates activities and develops programs to further the progress of his institution |
| 29. Management of large eating establishments | Administers large eating facilities |

Type of Respondents: Kansas State University Faculty Members
(cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|--|--|
| 30. The person or persons in charge of an institution which serves food to inmates or to the general public | Organizes, plans, and sees that plans are carried out which pertain to the operation of the institutions |
| 31. Food services | Selects, purchases, and controls commodities; selects and administers personnel for the institution |
| 32. Means the management of one of the many institutions constituting society | Coordinates and organizes the management of the total management |
| 33. Lobby or information desk of a lodge, motel, or public facility like a faculty or union | Plans various management problems and programs |
| 34. Some institution, corporate or otherwise, which has a hierarchy of management | I would not know |
| 35. Restaurant management, hospital management, etc. | Manages a restaurant, food service center, hospital |
| 36. Arts and sciences involved in teaching and applications of same to all phases of management of large institutions | Supervises and provides consultation along lines listed above |
| 37. Restaurant management primarily; also, such things as school and hospital food services. I've seen an article in student newspaper or local paper and have heard of the program at Kansas State University | Dietary duties, general food service management |
| 38. The supervision of organizations or business enterprises serving the people's physical needs for food | He handles planning execution of plans, evaluation of the results, and maintains surveillance of the total operation |

Type of Respondents: Kansas State University Faculty Members
(cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|---|--|
| 39. Process of running a business on a scientific basis; use of training rather than luck or hunch | Handles any administration problems in operation of particular business |
| 40. Because of my associations, I tend to think of institutional management as food service. Upon a moment's reflection, the term covers a broad area | Develops policy and mechanical procedures for improving the service in the area to which an institution is dedicated |
| 41. Dietetics | May manage a food service; may be involved with teaching or research; may be concerned with therapeutic dietetics |
| 42. Someone who runs a restaurant or a mental institution | Directs the unskilled labor under him |
| 43. Hotel and restaurant catering | Manages food services |
| 44. Home economics--institutional management--dietetics | Supervises food buying, menus, personnel policies; "runs" the institutional food show |
| 45. Management of an institution--probably in foods like restaurants, hospitals, schools, etc. | Administers it, hires people, buys food and goods, sees that the equipment is working, etc. |
| 46. Management of hotels, prisons, dorms, etc. | Same |
| 47. First, I always think of it as a director of a custodial institution; secondly, as a dietitian | Supervises the food services of various institutions both buying and preparation of the food as well as menu development |
| 48. Management of a large organization | Coordinates large organizations |
| 49. Food service management at hospitals, hotels, etc. | Manages large-scale food service in hospitals, hotels, etc. |

Type of Respondents: Kansas State University Faculty Members
(cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

50. Administration of institu-
tional food services

Has management and supervisory
responsibility for food serv-
ices of nominally non-profit
institutions

51. Food service management

Hotel dining rooms, restau-
rants, hospitals--largely food
service--sometimes general
management in these areas

52. Maintenance functions and
food service

Personnel administration,
budgeting, capital equipment
planning, public relations

53. Managers, dietitians that
are involved in operating
educational or industrial
food services

Direct and operate an organi-
zation of individuals respon-
sible for food services

54. The management of institu-
tions

Manages or supervises the type
of institution he or she is
serving, whether food service
or hospital, restaurant, etc.

55. School, hospital, restau-
rant management

Hires and directs personnel,
makes purchases, maintains
accounts and records

56. A misnomer. The word
"institutional," especially
in Kansas, seems to denote
management of mental health
facilities only

From what I understand,
manages, directs, and gener-
ally administers programs
concerning the health, educa-
tion, and welfare of general
public

57. A person who runs or oper-
ates an institution such as
a hospital, mental hospital,
etc.

He manages the day-to-day
operation of an institution
such as above

58. The management of hospitals
(private or state), schools,
etc., with respect to food
service, housing, etc., for
the inmates

He might be concerned with
supervision of food service,
housing arrangements (bedding,
etc.)

Type of Respondents: Kansas State University Faculty Members
(cont.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

59. Nothing

I have no idea

60. Organizing complexes, such
as hospitals, unions, etc.,
usually where food is also
served

Organize and run the working
part of an institution

61. A professional field in home
economics

Manages a food service insti-
tution

62. Quantity food production
and serving

Plans, buys, supervises pro-
duction, standardizes methods
and procedures; checks costs

63. (a) the Student Union
Building
(b) Food
(c) Restaurant

Takes responsibility for food
planning in "institutional"
setting, i.e., university,
hospital, or, I suppose,
military service

64. Manages all phases of an
"institution"

Directs or supervises em-
ployees needed to efficiently
operate the "institution"

65. The person or persons who
supervise and control the
day-to-day running of the
industry, corporation, or
business

I assume, he would head-up or
supervise the various depart-
ment heads

66. Directing the operations of
an organized group, espe-
cially as it relates to
personnel services (food,
etc.)

Same as 1.

67. Union food service, i.e.,
large-scale food service

Manage large-scale food
processes, i.e., sets up a
union food service

68. To coordinate the various
functions that are per-
formed within, around, and
for any type of institution

Set up and supervise the
communications and functions
of the various departments
within any institution

Type of Respondents: Kansas State University Faculty Members
(concl.)

When you hear the words,
"institutional management,"
what comes to mind?

What does a person with a
degree in institutional
management do on the job?

- | | |
|--|--|
| 69. That it is a grandiose phraseology for restaurant management and dietetics | Probably manages the food service of an institution |
| 70. Training in "bureaucratic operations"--efficiency, personnel, operations planning, etc. | "Structures organizations; concerned with satisfactory "routinizing" of task and integrative functions |
| 71. Operation of hotel, dormitory, recreational facility, etc. | Plans, oversees, delegates responsibility and authority for various operations within the facility |
| 72. Managing in some way the operations necessary to the planning, preparation, and serving of meals to those in dormitories, hospitals, corporation dining room, and to the public through restaurants, tea rooms, etc. | Serves in a managerial position in one or more or all of the operations necessary to the serving of quantity |
| 73. The person who manages or is in charge of a public institution such as hospital, school, restaurant, etc. | He is in charge of the institution or of a specific part of the institution |

Table 7. Item analysis of semantic differential scale for dietitians residing in Kansas.

Bipolar adjectives	N	Mean	Distribution of item responses						
			(+)			(-)			
			3	2	1	0	1	2	3
Scientific - Unscientific	37	1.81	5	23	7	1	1	0	0
High standards - Low standards	37	2.38	19	14	3	1	0	0	0
Practical - Impractical	37	2.43	19	15	3	0	0	0	0
High-caliber workers - Low-caliber workers	37	1.19	5	14	10	0	7	1	0
Does a lot for people - Does little for people	37	1.76	5	21	9	1	1	0	0
Important - Unimportant	37	2.27	17	15	4	0	0	1	0
Gives sensible advice - Highly theoretical	37	2.05	13	14	9	1	0	0	0
Desirable educational area for bright young man - Less desirable area	37	2.05	20	8	5	1	1	2	0
Provides broad education - Specific education	37	1.14	7	15	6	1	1	7	0
Trustworthy - Not reliable	37	2.36	16	18	3	0	0	0	0
Essential to society - Not essential to society	37	2.27	16	16	4	0	0	0	1
Workers exemplify their training - Do not exemplify their training	37	1.36	6	13	12	3	1	1	1

Table 8. Item analysis of semantic differential scale for Kansas State University faculty members.

Bipolar adjectives	N	Mean	Distribution of item responses						(-)
			(+)	3	2	1	0	1	2
Scientific - Unscientific	73	0.80	4	20	29	8	2	9	1
High standards - Low standards	73	1.58	15	30	16	9	1	1	1
Practical - Impractical	73	2.10	25	33	12	3	0	0	0
High-caliber workers - Low-caliber workers	73	1.16	7	20	34	6	3	2	1
Does a lot for people - Does little for people	73	1.40	11	28	19	10	4	1	0
Important - Unimportant	73	1.99	25	29	13	5	1	0	0
Gives sensible advice - Highly theoretical	73	1.19	4	31	19	14	4	1	0
Desirable educational area for bright young man - Less desirable area	73	1.03	10	19	18	19	5	0	2
Provides broad education - Specific education	73	-0.36	4	10	12	12	9	17	9
Trustworthy - Not reliable	73	1.38	11	24	21	16	1	0	0
Essential to society - Not essential to society	73	1.75	20	25	19	8	1	0	0

Table 8 (concl.)

Bipolar adjectives	N	Mean	Distribution of item responses							(+) : 3	(-) 3
			1	2	3	4	5	6	7		
Workers exemplify their training - Do not exemplify their training	73	1.12	7	24	20	17	3	2	0		
Performs a unique service - Same service available from other sources	73	1.25	14	24	19	6	3	1	1		
Provides important information - Deals in trivial information	73	1.26	8	29	17	13	5	1	0		
Well-trained workers - Poorly-trained workers	73	1.01	7	21	22	16	4	2	1		
Many career opportunities for both men and women - Few career opportunities	73	1.40	14	27	14	12	4	2	0		
Contributes valuable research - Research contribution is limited	73	0.11	4	15	15	14	8	10	7		
Status among professions is high - Status is low	73	0.36	2	13	17	22	8	8	3		
Protects public in many ways - Does not protect public	73	1.18	5	28	24	10	4	1	1		

Table 9. Item analysis of semantic differential scale for Kansas Restaurant Association members.

Bipolar adjectives	N	Mean	Distribution of item responses						
			(+)			(-)			
			3	2	1	0	1	2	3
Scientific - Unscientific	40	1.60	5	20	12	0	3	0	0
High standards - Low standards	40	2.23	16	18	5	1	0	0	0
Practical - Impractical	40	2.03	16	14	8	0	1	1	0
High-caliber workers - Low-caliber workers	40	1.73	9	16	11	3	1	0	0
Does a lot for people - Does little for people	40	1.93	11	19	7	2	1	0	0
Important - Unimportant	40	2.10	15	16	8	0	1	0	0
Gives sensible advice - Highly theoretical	40	1.55	8	17	11	0	2	1	1
Desirable educational area for bright young man - Less desirable area	40	2.23	21	11	5	2	1	0	0
Provides broad education - Specific education	40	1.15	10	12	6	2	6	4	0
Trustworthy - Not reliable	40	1.98	14	16	7	1	2	0	0
Essential to society - Not essential to society	40	1.73	13	13	6	7	0	1	0

Table 9 (concl.)

Bipolar adjectives	N	Mean	Distribution of item responses							(-)
			(+)	3	2	1	0	1	2	3
Workers exemplify their training - Do not exemplify their training	40	1.58	6	18	12	2	1	1	1	0
Performs a unique service - Same service available from other sources	40	1.60	11	16	7	3	0	7	2	2
Provides important information - Deals in trivial information	40	1.55	10	14	11	2	0	2	2	1
Well-trained workers - Poorly-trained workers	40	1.65	9	14	11	5	1	0	0	0
Many career opportunities for both men and women - Few career opportunities	40	2.30	24	9	4	2	0	1	1	0
Contributes valuable research - Research contribution is limited	40	1.78	12	14	9	3	2	0	0	0
Status among professions is high - Status is low	40	1.35	6	14	12	5	2	2	1	0
Protects public in many ways - Does not protect public	40	1.50	13	9	9	7	0	0	0	1

Table 10. Chi square values for semantic differential scale.

Bipolar adjectives	Group comparisons ^a			
	: Group 1 vs.: : Group 2 : : 6 d.f. :	Group 1 vs.: Group 2 vs.: Group 3 : 6 d.f. :	Group 3 : 6 d.f. :	All groups : 12 d.f.
Scientific - Unscientific	19.89**	3.41	17.19**	31.85**
High standards - Low standards	14.34*	1.14	9.35	19.31
Practical - Impractical	4.69	4.45	6.36	13.00
High-caliber workers - Low-caliber workers	13.03*	9.72	8.54	22.62*
Does a lot for people - Does little for people	5.83	2.82	6.29	11.59
Important - Unimportant	6.68	3.38	3.07	11.21
Gives sensible advice - Highly theoretical	21.55**	6.57	14.85*	31.29**
Desirable educational area for bright young man - Less desirable area	29.40**	2.72	24.24**	42.54**
Provides broad education - Specific education	23.42**	5.48	21.76**	36.75**
Trustworthy - Not reliable	22.96**	4.74	14.09*	32.09**
Essential to society - Not essential to society	11.67	9.92	4.88	18.97

Table 10 (concl.)

Bipolar adjectives	Group comparisons ^a					
	Group 1 vs. Group 2	Group 1 vs. Group 3	Group 2 vs. Group 3	Group 1 vs. Group 2	Group 1 vs. Group 3	Group 2 vs. Group 3
	6 d.f.	6 d.f.	6 d.f.	6 d.f.	6 d.f.	6 d.f.
Workers exemplify their training - Do not exemplify their training	6.38	1.89	7.08	13.03		
Performs a unique service - Same service available from other sources	8.93	4.01	6.30	14.01		
Provides important information - Deals in trivial information	9.46	2.11	12.58	20.47		
Well-trained workers - Poorly- trained workers	9.23	7.97	6.82	15.42		
Many career opportunities for both men and women - Few career opportunities	19.84**	4.29	20.80**	30.07**		
Contributes valuable research - Research contribution is limited	12.85*	4.81	25.82**	30.91**		
Status among professions is high - Status is low	18.11	4.93	17.50**	28.58**		
Protects public in many ways - Does not protect public	15.37	6.72	17.88**	26.82**		

- ^a Group 1: Dietitian residing in Kansas
 Group 2: Kansas State University faculty
 Group 3: Kansas Restaurant Association
- * Significant at the 5% level
 ** Significant at the 1% level
 df Degrees of freedom

Interviewee A

Question 1

There is much too much concern for image rather than on what the department is really doing. Change in image cannot occur unless you change what causes the image. Image is difficult to measure. Image will take care of itself. We try to ascertain what people think of us. If the perception is wrong, then we communicate what we are trying to do and get it across. We are still concerned with what we are doing and how we relate.

You can't tell them what you are doing; you must show them by relating on a person-to-person basis. What you do will be misjudged in newspapers. True image comes from person-to-person relationship.

What you do must meet needs of consumer (your public).

Question 2

There is a time element involved in conveying goals. You should get outside individuals to come in to interact with department people. They can relate their goals; you can relate yours. You need formal presentation. If you don't communicate, people will make decisions irregardless and have an opinion without the facts to go by. The better informed the opinion, the better.

Academic departments do not take much interest in peripheral areas. I am not invited into a general college meeting very often. You get insights into your own work from these meetings. The department must take the initiative.

Question 3

It has some meaning because of my close association. If I came to Kansas State University cold, I would think of business management of an institution, i.e., hospital or university. Institutional management would not mean food or dietetics. There must be a better name. Management is not academic to me. I would be surprised if you asked faculty members where institutional management belongs and they said home economics (the majority). Most would place it under commerce, education or public administration (in my opinion).

The word institution relates to me an inanimate object.

Interviewee B

Question 1

The word image is overworked but valuable. The institution, a person needs to know what others think of him (it). The institution has many publics and consequently, many images. The department head who doesn't know what people think of the department is neglecting a very vital part of the job. You need to know why you are not succeeding. I dispute vigorously the claim that over-concern with image inhibits innovation. Many departments have an image of being great innovators and those who are successful in creating this image are innovators and are progressive.

Question 2

Stories in the Collegian and Mercury are good means of dissemination. I believe you get more response from stories in the Mercury because the faculty read it more. Scheduled speeches by faculty within the department given to audience, should be reported in the press. This is a good way of communicating the philosophy and program of the department on campus. I encourage faculty to give as many speeches as possible. Conferences on or off campus with groups in related subject matter where departments come and present programs are helpful.

I encourage faculty to mingle fully with faculty all over the campus socially and talk about their work. An effort should be made to instill pride of students in the department's program:

they speak to others. This is the best way to upgrade your image in a hurry.

Question 3

The name is meaningless; not specific. Operation is a better word to describe what you are doing, not management. Management has a broader meaning than that used in institutional management. Institutional management is not a complete management program. The management functions include: marketing, management, personnel, accounting, and finance. As used in connection with institutional management, the word is misleading since your program does not include education in all functions. What is really involved is food preparation and service. You are not educating people to operate a total enterprise. Training is seldom related to being called a manager in today's society.

Interviewee C

Question 1

I agree with the statement. I can see how this is a concern of your department because I am concerned with how people view the entire university and particularly, the College of Arts and Sciences. You need the support of faculty outside the department. You want to know if people are on your side.

I agree that concern with image can lead to conservatism. We can do the safe thing instead of trying something new. This (your study of the image of institutional management) is a valid reason for a study--to discover how people view your department. You should be finding out what is good or not good about institutional management. If the image is wrong, correct it. If merited, why? Suggest improvements the department can make from results of your study.

Question 2

I believe informal communication is best. I am suspicious of press releases and departments who receive much publicity. I have limited confidence in the faculty newsletter. My image of other departments or individuals tends to be prejudiced by my personal feelings and my personal association with these departments or people. If I like them, they can do no wrong in my eyes. I tend to filter communication and listen to things pertinent to me and the College of Arts and Sciences.

The individual faculty member has a rather narrow view of communication.

Some department heads try too hard to communicate doings; others do very little. There is a joke in some circles that some departments are so obsessed with publicity. And this is frowned upon by many.

Press releases are not effective because it depends on whether you want to tell about your activities. However, I believe the faculty newsletter is well read. The Faculty Senate is the best formal approach, especially in curriculum changes.

Question 3

My first thought was "How could he (the faculty member making the statement) have had a misconception." But, I didn't know about institutional management until I was forced to be conscious of what goes on outside the College of Arts and Sciences. So, I can understand his misconception.

I had a poor knowledge of Agriculture and Home Economics until I worked in the Graduate School. I was vague on these areas prior to that experience.

Institutional management conveys more than dietetics to me. The name is not the best. My connotation is of Thompson Hall Cafeteria and, that the Institutional Management Department managed it. I have no confusion about the Department of Institutional Management on this campus and the department governing mental institutions by the same name in Topeka.

Interviewee D

Question 1

I agree generally with the statement. I tell my staff that if you constantly worry about a quality job or meeting needs, you may stop worrying about activities that create the image. But, part of building a department is constant evaluation of what you are doing. It is awareness of your audience and not being blind to reactions of others. You can't, however, dwell on what others think of you all the time. You must think about your image and the effect it has on people.

People conscious of self can be self-centered. We need self-direction and also other-directed behavior. We tend to judge people by personality and how they affect others. There should be a continuum of concern in which there is a balance between audience orientation and self-direction. Regarding the importance of the "right" image, I disagree with this because you can define the kind of image you want to create. I don't fear innovation if I want to create an image as long as it's my image. You must decide for yourself the image you wish to create. The right image in terms of social censure may cause fear of doing things for society's sake. You can't refer to a right or wrong image but to the image I wish to create. Appropriate or inappropriate are better adjectives than right or wrong.

If I know what image I wish to create, I wouldn't be reinforcing the status quo necessarily because the image itself may be innovative. This statement is surrounded by stereotyped

notions of image in that the faculty member is not thinking about this as a conscious type of image building with a goal in mind. You may actually upset the status quo with your right image-- your image.

Question 2

Red-tape channels do not tell how new programs are developed, how new ideas are disseminated. If you do something new, you must sell it at the level of influence and this may not be at the department head level. Most influential channel is one which gets people to act on your idea. Informing does not guarantee understanding. It takes both facts and feeling to get the job done. I associate understanding with feelings. This is the public relations aspect. You attain this feeling by dedication to an idea and enthusiasm to get your concern across to others. Enthusiasm and belief in your own convictions is essential to communication-understanding.

Question 3

I agree, it is ambiguous. The word institution has a negative connotation of mental homes. Institutional management has bewildered me. But, it makes sense when you study it. A better handle is needed. With long standing terms. Changing does not always assure you of improvement. An institutional manager could be an administrator of any kind. The term educational institution is well used and favorable. You could attach a word before institutional management for more meaning. Your field would benefit from a name change.

Interviewee E

Question 1

I agree that there is over-emphasis on image. The effort to build an image, i.e., following an image study an effort is made to build one better than the one reflected, I cannot accept image studies if they will be used in this particular way.

The word "image" to me is a static concept and what must result from an image study is an oversimplified view of a very dynamic thing. We're liable not to be dynamic if we attach our ideas to an image which in turn seems to be rather static.

I believe there are advantages to making an image study. If, in getting a clearer idea of what others conceive the department (of institutional management) to be, you find there are gaps between what others see and what is, then, you may constructively use an image study by attacking the gaps and attempting a program of communication in which the incorrect impressions could be corrected. Also, an unflattering image may reflect real flaws in what is being done. Then, you can correct, not by saying other than what is being said or communicated, but by doing things very differently and more efficiently. Hopefully, you will find a change in your image as a result of things being done in a more efficient manner.

I also believe there are disadvantages. If you do an image study and say that what people think should be put in the place of what you find out, then this is wrong. A basic pitfall, I believe, is preoccupation with what others think to the exclusion

of paying attention to what one is doing. Your concern must be a two-way street, not only with what you are doing, but how your products are received. However, if you just try to please them, there is an element of giving them what they are used to. And, I admire their (the institutional management faculty) wish to broaden the tastes of people. Herein lies the element of risk (that of making change or of introducing something new).

I believe that institutional management will use this study only to correct some things, some ideas in the public minds that might be wrong or they will work to make their operation more efficient. They won't make the mistake of ossifying an image "up here" and say "we're going to strive to do that." They will continue to innovate both on campus and out in the community. Institutional management cannot take the risks that we can (in radio and television) in introducing new things. Be idealistic enough (referring to the Department of Institutional Management) to upgrade the public taste.

Images themselves can be used constructively or destructively--it's up to the individual who is doing the study and his expectations as to whether the study will be successful.

To speak of what is, is unnecessary when one is.

How can you (institutional management) create the image without talking about it? By selection of individuals. A few key people instinctively choose other people who are of the same type and who have the same general aims (I am referring to the Department of Institutional Management or within any

organization). This makes reference to selection of new faculty and students.

Question 2

Formal

newspaper (Collegian or Mercury)

radio (student station or KSAC)

extension television (Washburn or Topeka stations)

I suggest a newspaper project, in view of the name institutional management, to slant some articles on institutional management. It would be effective to talk about jobs that graduates hold; talk about the sort of work involved to get across the idea of institutional management. In the Collegian, talk about involvement of students, results of theses, function of food service on campus--build the department around a personality. The student station is looking for ideas, interviews. Seek out the unusual: talk about origins of food for upcoming foods in residence halls.

Television is a tremendous medium. Any business or public institutional management service could do no better than to get on television. An informal, nonmanagerial talk about the things you encounter would be appropriate. Explain what you're trying to do. A good series sponsored by a restaurant chain or restaurant supply house would be educational.

Informal

Operations in residence halls, unions, should gain cooperation of students. Approach students and faculty and ask,

"We want your opinion--you can help us--make constructive comments." If they feel as though their opinion is worth something, they'll help you. This is good public relations involvement. You need people (to do this probing) who are open to suggestions and will not take it personally. You should establish relationship with every food establishment in town and extend an invitation to them to visit the Institutional Management Department. If they knew you were willing to help in their problems, this would make you better known.

Question 3

My immediate impression upon coming to Kansas State University was of a department in home economics. I had no idea of what it encompassed from the words. I got to know the department gradually and sensed a relationship with the work of foods and nutrition, except that institutional management is on a larger scale. Contact is one of unfolding where I find out more that you are implicated in--school lunch, unions, dormitories. I did not know that Institutional Management or Family and Child Development existed until I came here. This could be due to the fact that these departments are newer and their public relations is not as complete as other departments in home economics.

Institutions mean mental institutions, hospitals to me. Restaurants are never institutions. People I talked to about this said the institutional management person would manage a mental institution, a church or any institution. I realize that

dietetics and restaurant management don't include all the facets of the field. Institutional management was chosen to suggest other areas, hospitals, universities. There is very little food connotation as it now stands. The people in your department don't even fit the name of the field (institutional management).

Interviewee F

Question 1

True, we can be so concerned that image diverts from achieving goals and objectives. In agriculture, we are concerned over image of just farming. We could publicize to contrary and consume much time. It is important for a field to gain understanding of its general image. If improper, it could be disastrous from the standpoint of future employment of graduates. We could be expending energy to educate people who could find difficulty finding jobs because of a bad image of the field.

Question 2

Seminars advertised to other faculty have little appeal because topics are so specific. Most effective instrument is discussion of curriculums which are interdisciplinary in nature. Consideration of cooperative research projects is important. Through dialogue, we learn of other departments. We could promote convocations with topics of broader appeal. Plenty of opportunities are available through symposis, conferences and workshops for communication. The problem is that faculty feel they are too busy. But, they are interested. Some don't take the time to look up and be curious.

Less communication takes place than opportunity exists for. Informal contacts are extremely important. In agriculture, we encourage association with applied sciences and humanities.

I give more weight to informal communication because it is more effective. More dialogue takes place on this level than would appear on the surface. We encourage this by supporting research of inter-disciplinary nature, by drawing on courses from other colleges. Small committee work is informal and we use this in our area to promote communication within departments in the College of Agriculture.

Question 3

It is ambiguous. The word institution has taken on many meanings--prisons, public schools, colleges, restaurants, hotels. Had I not had acquaintance with institutional management at another university, I would not know, without inquiry, what institutional management meant.

APPENDIX B

Form 1

WHAT DO YOU THINK?

This is an "Image" study. It deals with what you know about institutional management as an occupation and field of academic study. It is one of many "Image" studies being done by organizations, industries and educational groups in the United States.

Whether you ponder on this or fill it out "off the cuff" is strictly up to you. You do not need to sign this. Just fill in the title appropriate to your position. Example: University faculty member, Restaurant Manager, Dietitian, etc.

Your title _____.

Fill out the following two questions as you best see fit:

1. When you hear the words, "institutional management," what comes to mind?

2. What does a person with a degree in institutional management do on the job?

Probably you have never thought about the way you personally sum up or characterize any occupation or area of work, be it the steel industry, agriculture, law, mining, ministry or deep-sea diving. In considering institutional management, will you examine each two-word contrast as set forth below and encircle the position on the scale which most closely reflects your opinion:

Example:

Think about institutional management.

Useful 3 ② 1 0 1 2 3 Useless

You should ask yourself, "do the words, institutional management, mean to me something useful or useless?" You decide and circle the number closest to your feeling. The encircled ② above indicates that the words, institutional management, mean something quite useful.

The following scale places a decided view or opinion of institutional management at each side with a neutral position in the center. Please encircle only one position.

Form 1 (cont.)

Scientific	3	2	1	0	1	2	3	Unscientific
High standards	3	2	1	0	1	2	3	Low standards
Practical	3	2	1	0	1	2	3	Impractical
High-caliber workers	3	2	1	0	1	2	3	Low-caliber workers
Does a lot for people	3	2	1	0	1	2	3	Does little for people
Important	3	2	1	0	1	2	3	Unimportant
Gives sensible advice	3	2	1	0	1	2	3	Highly theoretical
Desirable educational area for bright young man	3	2	1	0	1	2	3	Less desirable educational area for bright young man
Provides broad education	3	2	1	0	1	2	3	Provides specific education
Trustworthy	3	2	1	0	1	2	3	Not reliable
Essential to society	3	2	1	0	1	2	3	Not essential to society
Workers exemplify their training	3	2	1	0	1	2	3	Workers do not exemplify their training
Performs a unique service	3	2	1	0	1	2	3	Same service is available from other sources
Provides important information	3	2	1	0	1	2	3	Deals in trivial information
Well-trained workers	3	2	1	0	1	2	3	Poorly-trained workers
Many career opportunities for both men and women	3	2	1	0	1	2	3	Few career opportunities for both men and women
Contributes valuable research	3	2	1	0	1	2	3	Research contribution is limited
Status among professions is high	3	2	1	0	1	2	3	Status among professions is low
Protects public in many ways	3	2	1	0	1	2	3	Does not protect public

Form 1 (concl.)

Qualified persons in the academic fields of institutional management, dietetics, and restaurant management work in the 10 employment areas listed below. Of these 10 areas, some may require persons with a degree in institutional management, some a degree in dietetics, others a degree in restaurant management. A few employment areas may be related to two, or possibly all three academic fields. Please check (✓) the box or boxes under the academic field to which you believe each employment area is related.

Employment Areas	:	Academic Fields	
	<u>Institutional Management</u>	<u>Dietetics</u>	<u>Restaurant Management</u>
1. Government Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Restaurants and Hotels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Airline Food Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Hospitals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Food Products Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Armed Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. School Lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Industrial Feeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. College and University Food Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This completes the questionnaire. Please seal your questionnaire inside the accompanying stamped envelope and drop it in the mail. Thank you very much.

Form 2

I NEED YOUR HELP!

Your brief answers to the following questions could prove valuable in developing a questionnaire for my thesis: The Image of Institutional Management as Perceived by Selected Segments of the Population Within the State of Kansas. Words or phrases you give will be used to develop a rating scale which is an important part of the questionnaire.

Please list any words or phrases you can think of that describe Institutional Management. For example, if you were describing a car you might say powerful or fast, rides comfortably or has lots of room. Just list anything that comes to mind when describing Institutional Management.

What words can you think of that go with Institutional Management? For example, if someone were to say to you the word needle and ask you to list all the words you can think of that go with needle, you might possibly list: thread, sewing, sharp, pointed, thimble, buttons, scissors, etc. Now try this one: What words can you think of that go with Institutional Management?

What areas would employ the services of someone trained in Institutional Management?

Please deposit this sheet in the Institutional Management mail box near the staircase in the rear of Justin Hall. You do not have to sign your name on this sheet.

Thank you,

Michael Messner
Graduate Resident Assistant
Institutional Management

Form 3

Kansas State University
Manhattan, Kansas 66502

February 5, 1967

I need your assistance!

The enclosed questionnaire is an important part of my thesis research at Kansas State University. Your answers will indicate the "mental picture" that you have of institutional management as an occupation and field of academic study.

What you tell me in the questionnaire will help determine the image of institutional management, an important factor in recruitment of students for study in this growing academic field.

You have been chosen for this survey because of your interest in education. Your opinion counts!

You are asked not to sign your name or put your address on either the questionnaire or the return stamped envelope. Consequently, I have no way of knowing who has and who has not returned his completed questionnaire.

I am desirous of having all the questionnaires returned. Your cooperation is important and is earnestly requested. Won't you please fill out and mail this questionnaire as soon as you conveniently can?

Thank you for your assistance.

Sincerely yours,

Michael C. Messner
Graduate Research Assistant
Institutional Management

Form 4

Personal Interview Schedule (10 minutes)

Question 1

The following is a direct quote from a faculty member at Kansas State University who expressed views on image studies in a letter returned with his questionnaire. Would you please comment on this statement?

"It seems to me that this over-emphasis and preoccupation with image diverts our attention from our primary job--that of producing a better product, upgrading standards and performance, and particularly of innovating. The effort to build an image and the importance attached to the 'right' image leads us to be ultra-conservative, to fear innovation and change which might upset established patterns and challenge fallacious but widely-held beliefs. Thus, we tend to reinforce the status quo and that's the antithesis of what we ought to be doing."

Question 2

From your experience and observation, what are the most effective formal and informal channels of communication that academic departments at Kansas State University can use to convey ideas, messages, and create better understanding of departmental objectives?

Question 3

The following, also a direct quote from a fellow faculty member, refers to the ambiguity of the name "institutional management" for describing the academic fields of dietetics and restaurant management at Kansas State University. What are your feelings in this area?

"My feeling (of the words "institutional management") is that an objective meaning for this term does not exist; that you have been trying for some time to create a meaning for it; and that by way of this questionnaire, you are going to find out how well you are doing.... The word 'manager' has a legitimate meaning, but a number of unfavorable connotations are associated with it.... The word 'institution,' also, has a neutral, respectable meaning, but it may denote something less respectable as well, and never something more positive than the neutral value of it would indicate.... The sum of the two neutral-to-negative expressions cannot help but create an unfavorable first impression on me. If he (the institutional manager) had any more training than the term indicates, he would not call himself a manager and he would specify the type of institution."

Form 5

Kansas State University
Manhattan, Kansas 66502

March 5, 1967

Faculty Interviewee
Kansas State University
Manhattan, Kansas

Dear Interviewee:

In your position, you are directly involved in both the formal and informal communications system at K-State. May I have a short, 10-minute interview with you on intra-campus communication and image studies?

I have just completed an image study of institutional management with three groups: Kansas Restaurant Association, K-State faculty and professional dietitians in Kansas. The purpose of the study was to determine the degree of understanding and amount of information that these groups had about institutional management as an occupation and as a field of academic study. The results showed a less favorable image in the university community as compared to the other two groups.

My question is "Through what channels are people currently receiving information about institutional management?" Also, what is your opinion on the advantages or disadvantages of determining one's image and, do you think the name "institutional management" is appropriate as an all-inclusive label for the fields of dietetics and restaurant management at K-State?

The interview, which is to be taped, will consist of the three questions which are attached. Your answers will be considered confidential. The tape will be used for analysis and at the oral examination and then destroyed.

Your time is valuable, so I propose that the interview be limited to ten minutes. I will contact you the week of March 6th for an appointment.

Sincerely yours,

Michael Messner
Graduate Research Assistant
Institutional Management

AN IMAGE STUDY OF INSTITUTIONAL MANAGEMENT
WITHIN THE STATE OF KANSAS

by

MICHAEL CARLTON MESSNER

B. A., Michigan State University, 1964

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

The food service industry is growing and will continue to expand. The need for more and more personnel in managerial capacities also is going to continue. Improved and accelerated recruiting procedures may be a factor in dissolving this pressing problem.

It is important to determine what people with influence on prospective students think of food service management, the curriculum offerings, and the job opportunities in the industry.

A questionnaire consisting of open-end questions, a semantic differential opinion scale, and an areas of employment section was randomly sent to 160 members of the Kansas Restaurant Association, 140 members of the Kansas State University faculty, and 60 dietitians residing in Kansas. Opinions and knowledge of respondents toward institutional management as an occupation and/or field of study were to be determined. Effectiveness of the name institutional management also was investigated. The questionnaire was followed up with in-depth personal interviews with six selected members of the faculty.

Of 360 questionnaires sent, 171 were returned but only 150 were usable. Open-end questions were categorized according to meaningful responses. The semantic differential was analyzed by chi square. The areas of employment section was summarized in percentages. Personal interviews consisted of questions on communication, image studies, and the appropriateness of the name institutional management.

Open-end question results implied that dietitians tended to have a better perception of institutional management, were more knowledgeable of on-the-job duties and responsibilities, and associated institutional management with prisons and mental institutions to a lesser degree than restaurant managers or faculty members. Dietitians associated food service or a related employment area with institutional management more so than did the remaining respondents.

Significant differences in opinions of respondents toward institutional management were found among 11 of 19 bipolar adjectives in the semantic differential scale. Lowest mean values of significance were observed for these adjectives: (1) scientific - unscientific, (2) provides broad education - provides specific education, (3) contributes valuable research - research contribution is limited, and (4) status among professions is high - status among professions is low. For 10 of 19 adjectives, mean values of dietitians were above all groups. Faculty mean values exceeded those of restaurant managers in only two instances and fell below those of dietitians on every bipolar adjective.

Effectiveness of the name institutional management was to be investigated in the areas of employment section. Respondents were asked to indicate the academic field to which they thought each employment area was related. All ten employment areas generally were considered within institutional management; seven were classified as dietetics; and five were considered within restaurant management. Thus, a total of 22 appropriate

relationships of employment areas to academic fields could have been made. When considering respondents' perception of those areas that employ college graduates in the three academic fields, it was observed that dietitians in Kansas strongly related (85.0 per cent of the groups or above) 8 of a possible 22 areas to the three academic fields. Kansas State University faculty members and Kansas Restaurant Association members strongly related 6 of 22 employment areas to the academic fields. The term dietetics seemed to convey food service to more respondents than did the terms institutional management or restaurant management.

In personal interviews, respondents agreed that part of building a department within a university, such as institutional management, is constant evaluation of what is being done. Respondents favor informal communication to formal. They also believe that opportunity exists for more communication within the university than that which actually takes place. And it was generally agreed that, on the whole, academic departments do not take enough interest in peripheral areas.

Respondents made several recommendations regarding the effectiveness of various formal and informal channels of communication on the Kansas State University campus.

Interviewees unanimously agreed that the name institutional management is ambiguous, has little connotation of food or dietetics, and that the Department of Institutional Management at Kansas State University would benefit from a name change.

